

Community-Engaged Scholarship for Health Collaborative Website Analysis Aggregated Summary 2005

One of the goals of the Collaborative is to identify promising practices with respect to community-engaged scholarship and to share those practices among Collaborative members to help them learn in their own work. Institutional websites are one of the resources that are publicly available to faculty, community partners, current and prospective students, and the public in general. Thus the websites are one place where an institution's commitment to community-engaged scholarship might be evident. Members of the Collaborative agreed that an analysis of websites might be useful in terms of understanding how to document and disseminate information about community-engaged scholarship. The individual university teams have agreed to share the results of the analyses of their websites with each other. Please note that these analyses were completed during the Summer of 2005, and that information publicly available through websites may have changed since that time. If Collaborative members find this synthesis useful, it will be repeated in the Summer of 2006 and updates will be reflected in that future analysis.

The goals of this analysis for the Collaborative were:

- To determine the strategies by which institutions represent their community engagement and community-engaged scholarship on their websites;
- To monitor changes in the websites over the three years of the Collaborative;
- To identify potential promising practices among members of the Collaborative.

The process for completion of the analysis was:

- To review the institution's home page.
- To review the President's message, Dean's message and/or relevant statements by other University leaders.
- To search direct links to initiatives, programs and/or structures using the terminology of community engagement and community-engaged scholarship.
- To search the entire website using key terms such as "community engagement", "community-engaged scholarship", "service-learning", and other related concepts.
- To review the home page and related pages of the individual school participating in the Collaborative.
- To send the individual analysis to each school for their own review.

Following is an aggregated summary of the analysis of websites at each university in regard to community-engaged scholarship. All elements were assessed on a three-point scale as either **Absent**, **Some Activity** or **Potential Role Model**. This summary displays universities rated as **Some Activity** or **Potential Role Model** for each measured element.

Summary of Website Analyses, Summer 2005	Potential Role Model	Some Activity
1.1 Community engagement is clearly stated in the University mission, which is readily identifiable at the University home page.	None	None
1.2 Community-based learning is valued as essential strategy in the education of students; this is demonstrated through discussion of the topic throughout the website.	None	AU, CWRU, IUPUI, UMass, UMN, VU
1.3 There is an official strategic plan accessible on the website and it includes both short-term and long-term goals for advancing community engagement.	None	AU, VU
1.4 There is a community engagement webpage on the university website that demonstrates the institution's dedication to the effort.	UC	CWRU, IUPUI, UNC, UMass, UMN, VU
2.1 Faculty's dedication to community-engaged teaching is found on the website through specific classes denoted as community-engaged classes.	IUPUI	UNC, UMass, UMN
2.2 Faculty development opportunities related to community engagement are evident on the website.	IUPUI	CWRU, UNC, UMass, UMN, VU
3.1 Community-based courses, research assistantships and volunteer positions are explicit and consistently included on the website to inform students about opportunities for their own community engagement.	IUPUI	UC, UNC, UMass, UMN, VU
3.2 There is evidence on the website, through listed student clubs and other involvement, that students are involved in community engagement activities and serve in leadership roles to recruit more student involvement.	UC	CWRU, LLU, UNC, UMass, UMN
3.3 The website includes both informal encouragement, like campus newspaper stories, and formal encouragement, like community engagement notation on transcripts, scholarships and awards throughout the institution's website.	None	UNC, UMN, VU
4.1 Community partner relationships are recognized and illustrated on the website.	UC	CWRU, IUPUI, UNC, UMN
4.2 There is a webpage on the institution website specifically for community partners involved in community engagement giving them access to students and/or faculty as resources.	None	UC, UNC, UMN

Summary of Website Analyses, Summer 2005 (continued)	Potential Role Model	Some Activity
4.3 Community partners are active in leadership roles in institutional activities and listed on the website accordingly.	None	None
5.1 The president, chief academic officer, trustees and deans visibly support the institution's community engagement efforts through official statements, letters and other evidence of support included on the website.	None	CWRU, VU
5.2 Governance and policy-making boards and committees support community engagement through formal statements included on the website.	None	None
5.3 There are dedicated institutional structures for community engagement that have their own webpages on the institution's website.	None	CWRU, IUPUI, UC, UNC, UMass, UMN, VU
5.4 There are paid staff and/or faculty members who are listed as community engagement personnel on the website.	None	CWRU, UNC, UMN
5.5 The institution's dedication to community engagement is noted in the review, tenure and promotion policies and procedures, and these are easily accessible on the website.	IUPUI	None
5.6 The website includes a way for the institution to account for the number, quality, or impact of community engagement activities that are taking place, such as an online reporting system or searchable database of community engagement activities.	None	UMN, VU
5.7 There is evidence that the website serves as a way to disseminate the results of community engagement activities.	None	CWRU, IUPUI, UC, UNC, UMass, UMN, VU
6.1 There is a formal, universally accepted definition for community-engaged scholarship that is used consistently and is distinct from community engagement included on the website.	None	None
6.2 The institution's support and encouragement of dissemination of scholarship are noted on the website in the review, promotion and tenure policies.	IUPUI	None
6.3 The website includes information regarding the inclusion of community partners in the review, tenure or promotion processes.	None	IUPUI

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Websites were used from the following locations:

Auburn University School of Pharmacy:

The university home page was first reviewed at www.auburn.edu followed by the individual school, the School of Pharmacy, at <http://pharmacy.auburn.edu>.

Case Western Reserve University School of Nursing:

The university home page was first reviewed at www.cwru.edu followed by the individual school, the School of Nursing, at <http://fpb.case.edu>.

University of Cincinnati College of Allied Health Sciences:

The university home page was first reviewed at www.uc.edu followed by the individual school, the College of Allied Health Sciences, at www.cahs.uc.edu.

University of Colorado School of Pharmacy:

The university home page was first reviewed at www.uchsc.edu followed by the individual school, the School of Pharmacy, at www.uchsc.edu/sop/.

Indiana University School of Dentistry:

The university home page was first reviewed at www.iupui.edu followed by the individual school, the School of Dentistry, at www.iusd.iupui.edu.

Loma Linda University School of Public Health:

The university home page was first reviewed at www.llu.edu followed by the individual school, the School of Public Health, at <http://www.llu.edu/llu/sph/>.

University of Massachusetts School of Nursing:

The university home page was first reviewed at <http://umass.edu/>, followed by the individual school, the School of Nursing, at www.umass.edu/nursing.

University of Minnesota Academic Health Center:

The university home page was first reviewed at www.umn.edu followed by the individual school, the Academic Health Center, at www.ahc.umn.edu.

University of North Carolina School of Dentistry:

The university home page was first reviewed at www.unc.edu followed by the individual school, the School of Dentistry, at www.dent.unc.edu.

Vanderbilt University School of Medicine:

The university home page was first reviewed at www.vanderbilt.edu followed by the individual school, the Medical School, at www.mc.vanderbilt.edu/medschool/.