

[Name] University School of [Name]

Community-Engaged Scholarship for Health Collaborative Website Analysis Protocol

The goals of this analysis for the Collaborative are:

- 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 format parallels that of the self-assessment protocol in terms of five broad general domains, with the sixth domain specifically addressing community-engaged scholarship.

The process for completion of the analysis is:

- 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.

The university home page was first reviewed at [indicate website], followed by the individual school, the School of [Name], at [indicate website].

The process is not intended to be prescriptive, but rather to highlight strengths and areas where information on the school/university website could more explicitly illustrate the institution's commitment to community engagement and community-engaged scholarship.

All elements are assessed on a three-point scale as either **Absent, Some Activity** or **Potential Role Model**. Comments included offer an opportunity to contextualize the rating, and to elaborate on what is or is not evident.

The following statements could be used to analyze websites at each institution.

DIMENSION I: DEFINITION AND VISION OF COMMUNITY ENGAGEMENT

1.1 Community engagement is clearly stated in the University mission, which is readily identifiable at the University home page.

Assessment:

1.2 Community-based learning is valued as an essential strategy in the education of students; this is demonstrated through discussion of the topic throughout the website.

Assessment:

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.

Assessment:

1.4 There is a community engagement webpage on the university website that demonstrates the institution's dedication to the effort.

Assessment:

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT

2.1 Faculty's dedication to community-engaged teaching is found on the website through specific classes denoted as community-engaged classes.

Assessment:

2.2 Faculty development opportunities related to community engagement are evident on the website.

Assessment:

DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT

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.

Assessment:

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.

Assessment:

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.

Assessment:

DIMENSION IV: COMMUNITY SUPPORT FOR AND INVOLVEMENT IN INSTITUTIONAL COMMUNITY ENGAGEMENT

4.1 Community partner relationships are recognized and illustrated on the website.

Assessment:

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.

Assessment:

4.3 Community partners are active in leadership roles in institutional activities and listed on the website accordingly.

Assessment:

DIMENSION V: INSTITUTIONAL LEADERSHIP AND SUPPORT FOR COMMUNITY ENGAGEMENT

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.

Assessment:

5.2 Governance and policy-making boards and committees support community engagement through formal statements included on the website.

Assessment:

5.3 There are dedicated institutional structures for community engagement that have their own webpages on the institution's website.

Assessment:

5.4 There are paid staff and/or faculty members who are listed as community engagement personnel on the website.

Assessment:

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.

Assessment:

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.

Assessment:

5.7 There is evidence that the website serves as a way to disseminate the results of community engagement activities.

Assessment:

DIMENSION VI: COMMUNITY-ENGAGED SCHOLARSHIP

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.

Assessment:

6.2 The institution's support and encouragement of dissemination of scholarship are noted on the website in the review, promotion and tenure policies.

Assessment:

6.3 The website includes information regarding the inclusion of community partners in the review, tenure or promotion processes.

Assessment: