Service Learning, Community Service, and Civic Engagement
Background on Key Resources for Interest Group
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I. NC Campus Compact (Chancellor's commitment to institutional membership)

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  What is North Carolina Campus Compact?
  NC Campus Compact is a coalition of colleges and universities collaborating to increase campus-wide participation in community and public service. Presidents commit their institutions to join with other schools in becoming "engaged campuses" that <u>enhance students' sense of responsibility, citizenship, leadership and awareness of community, while reinvigorating higher education's concern for improving the quality of life in North Carolina.</u> NC Campus Compact is a member of National Campus Compact, which has over 1,100 presidential members, and 32 state offices. While member campuses have established visions to create civically-minded graduates who understand the value of volunteering and service, the Compact state office works to provide resources, training and opportunities that campuses may not be able to pursue individually. **Elon University serves as the Compact's host and fiscal agent.**

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past participants: Curtis Morgan (Volunteer Services), Brad Sekulich (Study Abroad)

<u>Organizational Values</u> We partner with other North Carolina organizations with similar values:

- Community service, volunteerism, and civic engagement of students, graduates, faculty and staff
- Connecting with communities and community organizations in reciprocal relationships
- Working collaboratively with higher education institutions towards common goals and visions
- Creating recognition and understanding of what it means to be a global citizen
- Intentionally working to develop NC communities as participative democracies
- Lifelong learning that is reflected by critical thinking, reflection, and compassion as new situations are encountered

Programs and Initiatives
NC Campus Compact offers three primary programs that support our members in their efforts to promote and grow civic engagement.

Highlights:

Student Conference- Nov. (Oct 12 deadline)

Weekly messages

Community Impact Award (Oct 10 deadline)

Case Award- $1,000 grant

NCACT: Americorp Education Award (Oct 15)-$1,000 re repay student loan (ASU- has 30); Enhances volunteerism

VISTA program- Feb 13 deadline for full time volunteer for our campus

Annual SL Conference (Nov for programs)

President's Honor Roll

Charlotte Regional Group- Jan 24th

May 08 Civic Engagement Professional Conference: Student Engagement

AmeriCorps VISTA
Eligible member campuses apply and receive an NC Campus Compact AmeriCorps*VISTA for one academic year. This full-time volunteer helps to strengthen or germinate programs; mobilize and empower students, staff, and faculty as volunteers and engaged citizens; and furthers the civic mission of higher education.

*AmeriCorps*NC-ACTS! Program*
Through the NC-ACTS! (North Carolina-Activating Citizenship Through Service) AmeriCorps program, member campuses apply to receive a certain number of slots that they fill with eligible students. Participating students complete 300 hours of service during an academic year and receive a $1,000 education award that they can apply toward student loans or tuition. Students serve at local community agencies in the areas of education, human services/needs and capacity building/volunteer recruitment.

Faculty Engagement Initiative
This initiative engages and connects faculty across member institutions in promoting civic engagement, expands leadership opportunities for faculty, increases the visibility and influence of NC Campus Compact and its members in North Carolina, fosters the contributions of faculty research interests and skills to assist in providing information or finding solutions to NC issues and provides professional growth opportunities for faculty.

Events
NC Campus Compact brings together faculty, staff and students from throughout the region for networking, sharing and learning through four annual conferences and institutes.

Student Conference
Student leaders share and learn about practical models for strengthening volunteer service, service-learning, and civic engagement programs on their campuses.

Civic Engagement Institute
This focus intently on one civic engagement allowing faculty and staff to explore the critical issues and best practices related to it.

Service Learning Conference
Faculty from across the state share innovative and creative practices that enhance or inform service-learning practice.

Civic Engagement Administrators Conference
Staff members responsible for coordinating civic engagement programs share best practices, and build relationships.

Facilitated Discussions/Special Events
Throughout the year, NC Campus Compact sponsors discussions to address changing trends, needs and thinking around community service, service-learning and civic engagement for member campuses.

Awards:
Annually NC Campus Compact honors faculty, staff and students from our member campuses for their outstanding contributions to the promotion of civic engagement.

Community Impact Student Award
This award recognizes one student per member campus who exhibits outstanding leadership and innovative approaches in community service or service-learning endeavors.

Robert L. Sigmon Service-Learning Award
This award recognizes one faculty or staff from a member campus who has made significant contributions toward furthering the practice of service-learning.

Civic Engagement Professional of the Year Award
This award recognizes a staff person on a member campus that has worked towards the institutionalization of service, created and strived towards a vision of service on their campus, supported faculty and students, and formed innovative campus-community partnerships.

Networking and Professional Development

Regional Meetings
NC Campus Compact has divided our member network into three geographical regions. Twice a year, NC Campus Compacts convenes regional meetings that begin with a two hour professional development workshop in the morning, lunch and a business meeting follow. These gatherings are for our primary contacts, usually the staff who coordinate civic engagement efforts on their campus. Results of a member survey guide the selection of professional development topics and are conducted by staff and faculty from within the member network.

Resources: Resource Library
NC Campus Compact's Resource Library is a statewide clearinghouse, providing a variety of academic technical, and practical resources to member institutions. Click here to access the list of available resources.

Communication
NC Campus Compact facilitates regular communication with member campuses through a weekly Friday Update, a monthly E-Newsletter; the Digest, and a member Listserv.

Grants
NC Campus Compact provides mini-grants to campuses and programs to support community service, service-learning and civic engagement on member campuses. Since 2004, NC Campus Compact has provided over $27,000 in grants to campuses. Click here to see grants currently available.

Publications
NC Campus Compact distributes valuable publications to our members from the national Campus Compact, as well as our own publications. You can review a list of links to publications and journals on the Publications page in the Resource section of this website.

Site Visits and Consultant Services
The NC Campus Compact staff consults with member institutions on plans to strengthen or expand its community service, service-learning or civic engagement programs. Staff can be requested to visit campus for specific events and/or is available for site visits on a regular basis.

II. National Campus Compact (members at state level)
http://www.compact.org/

Campus Compact is a national coalition of more than 1,100 college and university presidents — representing some 6 million students — dedicated to promoting community service, civic engagement, and service-learning in higher education. Campus Compact is a coalition of more than 1,100 college and university presidents — representing some 6 million students — who are committed to fulfilling the public purposes of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through our national office and

network of 32 [state offices](), member institutions receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.

Campus Compact's [membership]() includes public, private, two- and four-year institutions across the spectrum of higher education. These institutions put into practice the ideal of civic engagement by sharing knowledge and resources with their communities, creating economic development initiatives, and supporting service and [service-learning]() efforts in key areas such as literacy, health care, hunger, homelessness, the environment, and senior services. RESOURCES:

- [Assessment]() (7)
  Assessment is key to ensuring the ongoing effectiveness of civic and community engagement initiatives. Campus Compact offers a range of tools and resources to assist in assessing partnerships and other activities.
- [Campus-Community Partnerships]() (15)
  Our resources for community partners and those who work with them include publications, program models, and a host of other print and online information sources.
- [Civic Engagement]() (23)
  Campus Compact has created a wide variety of resources designed to help colleges and universities create effective programs to increase students? civic knowledge and to create engaged campuses. [History, Civics and Service]()
- [Community College Resources]() (7)
  The following listings include both resources designed specifically for community colleges and a selection of our other resources that have particular relevance to two-year institutions. [Resources From Robert W. Franco]()
- [Faculty Resources]() (21)
  Resources, opportunities, and items of interest for faculty. [Awards]()
- [Federal Work-Study Program Information]() (11)
  The U.S. government uses Federal Work-Study programs to subsidize wages for working students, providing an incentive for college and off-campus organizations to hire students in need of financial assistance. By law, part
- [Hurricane Katrina]() (15)
  Relief information and efforts from member campuses [Member Institution Responses]()

  - [State Campus Compact Office Responses]()

  - [Mobilize for Hurricane Katrina Disaster Relief]()
- [Listservs, News, and Discussion]() (8)
- [Presidents' Resources]() (18)
- [Program Models]() (7)
  Campus Compact seeks to improve practice and promote the valuable work of member campuses by documenting successful service, service-learning, and civic engagement programs that others can adopt. To help campuses find the most relevant examples, these models are broken down by type of program and, in some cases, by institutional type.
- [Research Universities]() (2)
  Campus Compact has been deeply involved in expanding engaged teaching, learning and scholarship across all of higher education. Early work with research universities included a declaration on the civic responsibilities of research universities; more recen
- [Resources for Community Service/Service-Learning Staff]() (23)
- [Service-Learning Resources]() (22)
  Campus Compact has been a leader in the service-learning movement since its inception. Service-learning incorporates community work into the curriculum, giving students real-world learning

experiences that enhance their academic learning while providing a tangible benefit for the community. Campus Compact's service-learning resources help students, faculty members, service-learning staff, and others create strong programs across academic disciplines.

- o [Publishing Outlets for Service-Learning and Community-Based Research](#)
- o [Service-Learning in Promotion and Tenure Resources](#)
- o [Service-Learning in Engineering Resources](#)
- [Student Resources](#) (32)
  - o [Student Organizing Guides](#)
  - o [Research the Issues and Politicians](#)
  - o [Undergraduate Study Programs](#)
- [Volunteering](#) (6)
  Organizations who offer volunteer information and opportunities.
  - o [Alternative Spring Break](#)
- civic engagement, and service-learning in higher education.

History of Campus Compact

1985: Campus Compact was founded in 1985 by the presidents of Brown, Georgetown and Stanford universities, and the president of the Education Commission of the States. In the mid-80s, the media portrayed college students as materialistic and self-absorbed, more interested in making money than in helping their neighbors. The founding presidents believed this public image was false; they noted many students on their campuses who were involved in community service and believed many others would follow suit with the proper encouragement and supportive structures.

1988: The first two state Campus Compact offices are established to provide member campuses with local, state, and regional support.

1991: Campus Compact launches the Integrating Service with Academic Study (ISAS) initiative, which links community service with the academic mission of higher education, by funding more than 120 faculty grants and 130 service-learning workshops. The Campus Compact coalition — colleges and university presidents committed to the public purposes of higher education — passes the 500 member mark

1999: 51 presidents convene at the Aspen Institute to craft and issue the Presidents' Declaration on the Civic Responsibility of Higher Education.

2000: Campus Compact publishes the Introduction to Service-Learning Toolkit and Benchmarks for Campus/Community Partnerships, seminal works that are instrumental in expanding service and service-learning across higher education.

2002: Another seminal Campus Compact book, Civic Engagement Across Curriculum, makes explicit the link between service, education, and citizenship. Campus Compact launches Raise Your Voice, a nationwide campaign to increase college student involvement in public life; in its first ear, the campaign mobilizes more than 100,000 students.

2003: The 30th state Compact office is chartered; Campus Compact membership climbs to more than 900, one-fourth of all higher education institutions.

2005: Campus Compact, now with 31 state offices and more than 950 members, celebrates its 20th anniversary.

2006: Campus Compact grows to more than 1,000 member schools and comprises a national office based in Providence, RI, and 31 state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, LA, MA, ME, MI, MN, MO, MT, NC, NH, NY, OH, OK, OR, PA, RI, TX, UT, VT, WA, WI, and WV.

III. Learn and Serve America National Service Learning Clearing House
http://www.servicelearning.org/

SL Defined: *"Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."*

Learn and Serve America's National Service-Learning Clearinghouse (NSLC) operates America's premier website supporting the service-learning efforts of schools, higher education institutions, communities, and tribal nations. We offer timely information and relevant resources, thousands of free online resources, the nation's largest library of service-learning materials, national service-learning email discussion lists, and reference and technical assistance services.

- **Hot topics, Fact sheets, bios, library collection and links**

National Service in North Carolina. More than **20,000** people of all ages and backgrounds are helping to meet local needs, strengthen communities, and increase civic engagement through **184** national service projects across North Carolina. Serving with national and local nonprofits, schools, faith-based organizations and other groups, these citizens tutor and mentor children, coordinate after-school programs, build homes, conduct neighborhood patrols, restore the environment, respond to disasters, build nonprofit capacity and recruit and manage volunteers. This year, the Corporation for National and Community Service will commit more than **$18,000,000** to support North Carolina communities through three national service initiatives:

Together with the USA Freedom Corps, the Corporation for National and Community Service is working to build a culture of citizenship, service, and responsibility in America. To learn more about the Corporation or any of its programs, visit www.nationalservice.gov or call 202-606-5000 or TTY 202-565-2799.

Download: North Carolina Overview (PDF)
Download: North Carolina By the Numbers (PDF)
Download: National Service Contacts in North Carolina (PDF)
Download Full Report: National Service in North Carolina (PDF)
This **brief historical time line** highlights some of the most important dates in the development of service-learning nationally.

	1903	Cooperative Education Movement founded at the University of Cincinnati **(CEIA, WACE)**
	Circa 1905	**William James, John Dewey developing intellectual foundations to service-based learning**
	1910	American philosopher William James envisions non-military national service in his essay "The Moral Equivalent of War"
	Circa 1915	Some **Folk Schools in Appalachia** become two- and four-year colleges with work, service, and learning connected
	1933-1942	Through the Civilian Conservation Corps (CCC), created by Franklin D. Roosevelt, millions of young people serve terms of 6 to 18 months to help restore the nation's parks, revitalize the economy, and support their families and themselves
	1935	Work Projects Administration established (needed public work for people who needed jobs)
	1944	The GI Bill links service and education, offering Americans educational opportunity in return for service to their country
	1960s	The Retired and Senior Volunteer Program (RSVP), the Foster Grandparent Program, and the Senior Companion Program are developed to engage older Americans in the work of improving the nation
	1961	President John F. Kennedy establishes **the Peace Corps**, with authorizing legislation approved by Congress on September 22, 1961
	1964	As part of the "War on Poverty," President Lyndon B. Johnson creates VISTA (Volunteers in Service to America), a **National Teacher Corps, the Job Corps, and University Year of Action**. VISTA provides opportunities for Americans to serve full-time to help thousands of low-income communities. White House Fellows program established
	1965	College work-study programs established
	1966	Urban Corps emerged, funded with federal work-study dollars
	1966-1967	"Service-learning" phrase used to describe a TVA-funded project in East Tennessee with Oak Ridge Associated Universities, linking students and faculty with tributary area development organizations

1968	National Service Secretariat Conference on National Service held in Washington, D.C
1969	Atlanta Service-Learning Conference (sponsors included Southern Regional Education Board, U.S. Dept. HEW, City of Atlanta, Atlanta Urban Corps, Peace Corps, and VISTA)
1970	The Youth Conservation Corps engages 38,000 people age 14 to 18 in summer environmental programs
1971	White House Conference on Youth report full of calls for linking service and learning. Also, the National Center for Public Service Internships was established, and the Society for Field Experience Education (these two merged in 1978 to become the National Society for Internships and Experiential Education)
Circa 1971	National Student Volunteer Program (became the National Center for Service-Learning in 1979) established. Published Synergist, a journal promoting linking service and learning
1976	California Governor Jerry Brown establishes the California Conservation Corps, the first non-federal youth corps at the state level
1978	The Young Adult Conservation Corps creates small conservation corps in the states with 22,500 participants age 16 to 23
1979	"Three Principles of Service-Learning" published in the Synergist
1980s	National service efforts are launched at the grassroots level, including the Campus Outreach Opportunity League (1984) and Campus Compact (1985), which help mobilize service programs in higher education; the National Association of Service and Conservation Corps (1985), which helps replicate youth corps in states and cities; National Youth Leadership Council (1982), which helps to prepare future leaders; and Youth Service America (1985), through which many young people are given a chance to serve
1981	National Center for Service-Learning for Early Adolescents established
1989	Wingspread Principles of Good Practice in Service-Learning written-more than seventy organizations collaborate to produce the ten principles
1989-1990	President George Bush creates the Office of National Service in the White House and the Points of Light Foundation to foster volunteering
1990	Congress Passes, and President Bush signs, the National and Community Service Act of 1990. The legislation authorizes grants to schools to support service-learning and demonstration grants for national service programs to youth corps, nonprofits, and colleges and universities. Learn and Serve America established (as Serve-America).
1992	The Maryland State Board of Education adopts mandatory service requirement which becomes effective in 1993 and affects the graduating class of 1997 and beyond
1993	Association of Supervision and Curriculum Development endorse the importance of linking service with learning
Sept. 1993	**President Bill Clinton signs the National and Community Service Trust Act of 1993**, creating AmeriCorps and the Corporation for National Service. The legislation unites Senior Corps, AmeriCorps, VISTA and Learn and Serve America into one independent federal agency.
1994	Congress passes the King Holiday and Service Act of 1994, charging the Corporation for National Service with taking the lead in organizing Martin Luther King Day as a day of service. The Stanford Service-Learning Institute created. The Ford Foundation/United Negro College Fund Community Service Partnership Project (a 10-college program linking direct service and learning) begun
1995	Service-Learning network on the internet, via the University of Colorado Peace Studies Center
April 1997	**The Presidents' Summit for America's Future**, chaired by General Colin Powell, brings together President Clinton, former Presidents Bush, Ford, and Carter, and Mrs. Reagan to recognize and expand the role of AmeriCorps and other service programs in meeting the needs of America's youth
1997	Fourth of July Declaration on the Civic Responsibility of Higher Education published Wingspread Declaration Renewing the Civic Mission of theAmericanUniversitypublished
2001	First International Conference on Service-Learning Research held Wingspread conference on student civic engagement held
2002	**The USA Freedom Corps**, a coordinating council and White House office, was launched to help Americans answer President George W. Bush's nationwide call to service
2003	President Bush created the President's Council on Service and Civic Participation to find ways to recognize the valuable contributions volunteers are making in our Nation. The council created the President's Volunteer Service Award program as a way to thank and honor Americans who, by their demonstrated commitment and example, inspire others to engage in volunteer service

IV. NSEE (director and 2 faculty) membership through University Career Center.

National Society for Experiential Education (NSEE) is a nonprofit membership association of educators, businesses, and community leaders. Founded in 1971, NSEE also serves as a national resource center for the development and improvement of experiential education programs nationwide. NSEE supports the use of learning through experience for:

- **intellectual development**
- **cross-cultural and global awareness**
- **civic and social responsibility**
- **ethical development**
- **career exploration**
- **personal growth**

- **NSEE has collaborated with CAS (http://www.cas.edu/) to establish standards and Learning Outcomes for Internships programs**
- **Excellent resources/ books**
- **Annual national meeting- Fall Sept 24-27 Disney Cont.Hotel Orlando**
- **Faculty and admin attendance**
- **Emphasis now on SL and CE**
- **NSEE Academy and Institutes**
- **Journal**
- **Standards of Practice**

NSEE Mission and History

The mission of NSEE is to foster the effective use of experience as an integral part of education, in order to empower learners and promote the common good. The goals of the organization are:

- to advocate for the use of experiential learning throughout the educational system and the larger community;
- to disseminate information on principles of good practice and on innovations in the field;
- to enhance the professional growth and leadership development of our members; and
- to encourage the development and dissemination of research and theory related to experiential learning.

NSEE celebrated its 25th Anniversary in 1996 at the National Conference in Snowbird, Utah. As part of that celebration, NSEE At Twenty-Five was released. This document describes the many milestones NSEE has reached as a diverse and involved organization and looks at the directions which NSEE will go in the future. In 1997, Foundations of Experiential Education grew out of conversations on the mission of NSEE that took place at a strategic planning meeting of the NSEE Board of Directors. The document describes the common ground on which NSEE members, and so the organization, stand.

Standards of Practice:
Eight Principles of Good Practice for All Experiential Learning Activities

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the learner and any facilitator(s) of learning, there is a mutual responsibility. All parties are empowered to achieve the principles which follow. Yet, at the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

1. Intention: All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.
2. Preparedness and Planning: Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.
3. Authenticity: The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that is should be designed in concert with those who will be affected by or use it, or in response to a real situation.
4. Reflection: Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the

outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

5. <u>Orientation and Training</u>: For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.

6. <u>Monitoring and Continuous Improvement</u>: Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

7. <u>Assessment and Evaluation</u>: Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

8. <u>Acknowledgment</u>: Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience. Source: National Society for Experiential Education. Presented at the 1998 Annual Meeting, Norfolk, VA

V. Carnegie Community Engagement Classification
http://www.carnegiefoundation.org/classifications/index.asp?key=1213
project contact: Dr. Jeff Leak (English), Faculty Associate, Provost's Office

Community Engagement Elective Classification

The Carnegie Foundation for the Advancement of Teaching selected 76 U.S. colleges and universities for its new Community Engagement Classification. Unlike the Foundation's other classifications that rely on national data, this is an "elective" classification—institutions elected to participate by submitting required documentation describing the nature and extent of their engagement with the community, be it local or beyond. This approach enabled the Foundation to address elements of institutional mission and distinctiveness that are not represented in the national data on colleges and universities.

To create this elective classification, the Foundation, working with a team of advisors, developed a documentation framework to assess the nature of an institution's community engagement commitments. Eighty-eight institutions applied to document community engagement for the new classification. Institutions were classified in one of three categories:

Curricular Engagement http://www.carnegiefoundation.org/classifications/Community_Engagement/CE describes teaching, learning and scholarship which engage faculty, students and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being and enrich the scholarship of the institution. (5 institutions)

Outreach and Partnerships http://www.carnegiefoundation.org/classifications/Community_Engagement/OP describes two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration and application of knowledge, information and resources (research, capacity building, economic development, etc.). (9 institutions)

Curricular Engagement and Outreach & Partnerships includes institutions with substantial commitments in both areas described above. (62 institutions) http://www.carnegiefoundation.org/classifications/Community_Engagement/CEOP. In order to be selected into any of the three categories, institutions had to provide descriptions and examples of institutionalized practices of community engagement that showed alignment among mission, culture, leadership, resources and practices. (Elon, UNC, NCSU)