

Fostering a Common Conversation on Community Engagement

Texas A&M adopts the Carnegie Foundation definition and purpose of Community Engagement:

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Purposes of community engagement include enriching scholarship, research, and creative activity; enhancing curriculum, teaching, and learning; preparing educated, engaged citizens; strengthening democratic values and civic responsibility; addressing critical societal issues; and contributing to the public good. ([Carnegie Community Engagement – American Council on Education](#))

TAMU Purpose Statement: Our purpose is to develop leaders of character dedicated to serving the greater good. ([Purpose & Values](#))

Community engaged learning/service learning: mutually beneficial partnerships between University instructors, their students, and community stakeholders. These strategic community-oriented teaching approaches foster authentic real-world learning, civic engagement, and selfless service which are key to collaborative and impactful educational experiences. (TAMU CTE [definition](#))

Community engaged research: reciprocal partnerships between researchers and community stakeholders to translate knowledge to action through citizen science and participatory methods in a real-world context that responds to community-identified needs and values. (see also [TAMU IFSC](#))

Volunteerism/service: offering time, effort, and service to an organization or cause without receiving monetary compensation. (Texas A&M International University [definition](#))

Levels of Community Engagement:

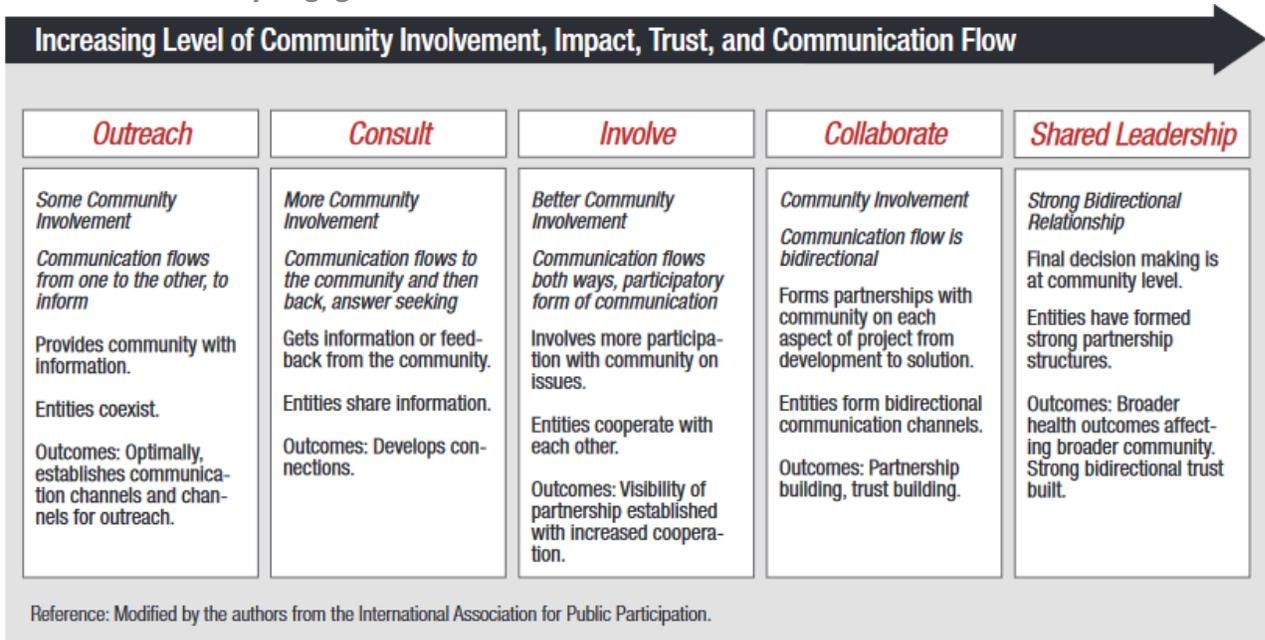


Figure 1.1. Community Engagement Continuum

Principles of Community Engagement

What principles or aspects of community engagement have been part of your community engaged courses and/or research? Please check all elements below in which you have personally participated as a researcher or member of a research team. (List adapted from Duke University and DHHS resources.)

- Providing clarity about the purpose(s) of the engagement and the target audience(s)
- Gaining knowledge of the community, its structures, and its perceptions of engagement efforts
- Establishing reciprocal and sustainable relationships in the community
- Respecting the community's right to determine its concerns and courses of actions
- Partnering with the community for mutual contribution and mutual benefit
- Recognizing and respecting the diversity of the community
- Helping the community mobilize its assets
- Releasing control of actions and decisions to the community
- Being flexible in meeting community needs
- Accepting long-term commitment to community partnerships
- Other (please describe) _____
- Not applicable

Definitions and typologies adapted for TAMU's Community Engagement Study from:

American Council on Education. Carnegie Classification. <https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/>

Clinical and Translational Science Awards Consortium, Community Engagement Key Function Committee, Task Force on the Principles of Community Engagement. 2011. Principles of community engagement, Second edition. [Washington, D.C.]: Dept. of Health & Human Services, National Institutes of Health, Centers for Disease Control and Prevention, Agency for Toxic Substances and Disease Registry, Clinical and Translational Science Awards, NIH publication; no. 11-7782. Image copied from p. 8; Elements adapted for Texas A&M's Community Engagement Study, October 2024.

Duke University Medical Center Library & Archives: A Researcher's Guide to Community Engaged Research: What is CEnR? Website: https://guides.mclibrary.duke.edu/CENR_researchers

Internal stakeholder feedback