

## Campus Compact Survey of Engagement at Minority-Serving Institutions

This Campus Compact survey seeks to document exemplary service-learning and civic engagement practices at minority serving institutions around the country. It consists of a list of 13 "**indicators of engagement**" - signs that a campus has a strong commitment to engagement.

For the purposes of this survey, **exemplary practices** include any or all of the following characteristics: innovative, sustained, sustainable, replicable, transforming, institutionalized, accepted, widespread, in practice, publicized/acknowledged/recognized, significant, deliberate, planned, intentional, and unique or special. The Indicators of Engagement, developed by Campus Compact over the past few years, are the basis for the survey. This survey asks you to review each indicator, consider the core characteristics described, then respond if you believe there is an exemplary practice on your campuses that embodies this indicator. *We expect that a given campus may have one or more indicators but would not expect every indicator to be present on any given campus.*

### A. Respondent Information

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Department: \_\_\_\_\_

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

1. Is your campus a member of Campus Compact? <sub>1</sub> Yes <sub>2</sub> No

2. What is your FTE (your enrollment)? \_\_\_\_\_

3. Is your location <sub>1</sub> Rural <sub>2</sub> Urban <sub>3</sub> Suburban

4. Institutional characteristics (please check all that apply):

- HBCU (Historically Black College and University)
- Hispanic-serving Institution
- Tribal College
- Community college
- Religious institution
- Public institution
- Private institution
- Men's college
- Women's college

### The Indicators of Engagement

#### B. Mission and Purpose

- The institution's mission statement explicitly articulates its commitment to the public purposes of higher education and is deliberate about educating students for lifelong participation in their communities.
- This aspect of the mission is openly valued and is explicitly used to promote and to explain the civic engagement and community building activities on and off campus.
- The institution demonstrates a genuine willingness to review, discuss, and strengthen its commitment to civic engagement and community building.
- All members of the campus community demonstrate their familiarity with and ownership of the institution's mission.

1. Does your campus have an exemplary approach to Mission and Purpose, as defined above? <sub>1</sub> Yes <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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**C. Academic and Administrative Leadership**

- The president, the chief academic officer, and the trustees visibly support the campus’s civic engagement and community building efforts, in both their words and their actions.
- The president and the institution’s academic leaders have played a visible and committed role in helping the institution sustain and expand its community building efforts and evolve into a genuinely engaged institution.
- The campus is publicly regarded as an important and reliable partner in local community development efforts.
- High-level administrators include community-based and service-learning in their strategic plans for enhanced academic learning.

1. Does your campus have an exemplary approach to Academic and Administrative Leadership, as defined above?   <sub>1</sub> Yes   <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_  
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3. Why do you believe this is an exemplary approach? \_\_\_\_\_  
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**D. Disciplines, Departments, and Interdisciplinary work**

- Community-based learning opportunities can be found across the entire curriculum. It is as much the concern of the arts and humanities, the natural sciences, technical disciplines, pre-professional studies, and interdisciplinary programs as it is of the social sciences.
- Students have multiple opportunities to do community-based work in their disciplinary and general education curricula.
- Formal opportunities exist for capstone experiences (including group reflection meetings, forums, and variable credit courses) focused on community-based problems or issues in most disciplines.

- Academic units (i.e., departments and programs) rather than individual faculty members have assumed ownership of partnering activities.
- Course-based community initiatives are structured and/or coordinated across disciplines.

1. Does your campus have an exemplary approach to Disciplines, Departments, and Interdisciplinary work, as defined above? <sub>1</sub> Yes <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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### **E. Teaching and Learning**

- The institution recognizes that course content can be delivered in many ways and allows faculty sufficient freedom to utilize community-based strategies.
- Multiple cultural and historical perspectives on the meanings of community-based work are integrated throughout the students' curricular and co-curricular experiences.
- Community-based work provides an opportunity for students to generate knowledge, develop critical thinking skills, and grapple with the ambiguity of social problems.
- Community knowledge and community expertise are valued as essential to the education of students for meaningful participation in their communities and are incorporated in various ways throughout the curriculum.
- Experiential learning is valued both by faculty and administrators as an academically credible method of creating meaning and understanding.
- Students are formally introduced to the concepts and skills necessary for civic engagement and community-based work early on in their academic careers.

1. Does your campus have an exemplary approach to Teaching and Learning, as defined above? <sub>1</sub> Yes <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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#### **F. Faculty Development**

- The institution regularly provides faculty with campus-based opportunities to become familiar with teaching methods and practices related to service-learning and community-based education.
- Mechanisms have been developed to help faculty mentor and support each other in learning to design and implement service-learning and other community-based courses.
- To enhance their ability to offer quality community-based or service-learning courses, faculty have access to curriculum development grants, reductions in teaching loads, and/or travel grants to attend relevant regional and national conferences.

1. Does your campus have an exemplary approach to Faculty Development, as defined above? <sub>1</sub> Yes <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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### **G. Faculty Roles and Rewards**

- The institution's tenure, promotion, and/or retention guidelines reward a range of scholarly activities such as those proposed by Ernest Boyer (1990), including community-based teaching and scholarship.
- Faculty data forms, annual reports, and mandatory evaluations all include sections related to civic engagement, community-based teaching and research, professional service, and/or other forms of academically based public work.
- The institution explicitly encourages academic departments to include community-based interests and experience as criteria in their faculty recruiting efforts.

1. Does your campus have an exemplary approach to Faculty Roles and Rewards, as defined above? <sub>1</sub> Yes <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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### **H. Support Structures and Resources**

- Faculty and students are kept well informed of the resources available to support community-based work. These resources are effectively included in all faculty and student orientation programs.
- The institution has developed a full range of forms and procedures that allow it to organize and document community-based work.

- The institution recognizes the unpredictable nature of work in the community and attempts to provide flexible scheduling options for faculty and students.
- The institution maintains a centralized office or center that is clearly aligned with academic affairs and is committed to community-based teaching and learning.

1. Does your campus have an exemplary approach to Support Structures and Resources, as defined above? <sub>1</sub> Yes <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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### **I. Internal Budget & Resource Allocations**

- Adequate funding is provided to support, enhance, and deepen involvement by faculty, students, and staff in community-based work.
- The institution regularly draws upon already existing resources to strengthen community-based and civic engagement activities. Such activities are seen as priorities in the allocation of those resources.
- The institution provides sufficient long-term staffing to support all core partnerships and community-based and civic activities. It also provides adequate office space for that staff to do its work.

1. Does your campus have an exemplary approach to Internal Budget & Resource Allocations, as defined above? <sub>1</sub> Yes <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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**J. Community Voice**

- Local knowledge and expertise are honored through on-campus celebrations of and for the community. The keepers of local history and knowledge are invited to share their expertise with campus students, faculty, and staff.
- The community is deeply and regularly involved in determining its roles in, and contributions to, community-based learning.
- The community plays a significant role in helping shape institutional involvement in the community.
- The community is well represented on all relevant institutional committees.
- The community provides feedback on the development and maintenance of engagement programs and community-based work and is involved in all relevant strategic planning.
- The institution allocates resources to compensate community partners for their participation in service-learning courses and other forms of teaching and research.

1. Does your campus have an exemplary approach to Community Voice, as defined above?

<sub>1</sub> Yes    <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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**K. External Resource Allocations**

- The institution helps the community create a richer learning environment for students working with it and assists it in accessing human, technical, and intellectual resources on campus.
- The institution makes resources available for community-building efforts in local neighborhoods.
- Campus mechanisms have been designed and developed to serve both the campus and the local community (e.g. shared-use buildings).
- The institution has developed purchasing and hiring policies that intentionally favor local residents and businesses.

1. Does your campus have an exemplary approach to External Resource Allocations, as defined above? <sub>1</sub> Yes <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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**L. Coordination of Community-Based Activities**

- The institution effectively coordinates community-based activities across academic, co-curricular, and non-academic programs.
- The institution helps community partners understand, access, and navigate all of its community-based activities (practica, service-learning and other community-based courses, volunteers, etc.).

1. Does your campus have an exemplary approach to Coordination of Community-Based Activities, as defined above? <sub>1</sub> Yes <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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**M. Forums for Fostering Public Dialogue**

- The institution plays a visible and effective role in facilitating dialogue around important public issues.
- The institution helps to bring together stakeholders from all sectors of the community.

1. Does your campus have an exemplary approach to Forums for Fostering Public Dialogue, as defined above? <sub>1</sub> Yes <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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**N. Student Voice**

- Students participate on major institutional committees, including those that make personnel decisions.
- The institution provides a venue for students to discuss and act upon issues important to them and their communities.
- The institution recruits and trains student leaders to work with faculty and community partners.
- Students are formally introduced to the concepts and skills necessary for community-based work early in their academic careers.
- The institution recognizes student-initiated advocacy campaigns as legitimate forms of civic engagement.

1. Does your campus have an exemplary approach to Student Voice as defined above?  
<sub>1</sub> Yes   <sub>2</sub> No

2. If yes, please describe this approach: \_\_\_\_\_

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3. Why do you believe this is an exemplary approach? \_\_\_\_\_

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**O. Social Issues**

1. What are the primary social issues that your institution has effectively addressed?

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2. How has your institution addressed this issue(s)? \_\_\_\_\_

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**P. Additional Contact**

1. Who is the best person to contact on campus to discuss any or all of these approaches?

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**You have completed the Campus Compact Survey.  
Thank you for your participation!**

**Please return this survey to:  
Jenn Meeropol, Campus Compact, Brown Box 1975, Providence RI 02912  
[jmeeropol@compact.org](mailto:jmeeropol@compact.org) (401) 867-3921**