Campus Compact's Indicators of Engagement: Themes and Indicators

INSTITUTIONAL CULTURE—Although all colleges and universities are nominally of their communities, there exists a wide spectrum of possibilities for understanding and acting on this affiliation. Institutional culture includes those indicators that help establish a felt culture of engagement, a culture that demonstrably affects the way in which faculty, students, and community partners experience the goals and priorities of their college.

1) **Mission and purpose** that explicitly articulates a commitment to the public purposes of higher education.
2) **Administrative and academic leadership** (president, trustees, provost) that is in the forefront of institutional transformation that supports civic engagement.

CURRICULUM & PEDAGOGY—One of the most important lessons of the last decade has been that civic engagement must be rooted in the core work of the university if it is to be effectively institutionalized. Since the core work of the university is teaching and learning, that means civic engagement must be linked directly to the curriculum. Curriculum and pedagogy looks at those indicators that measure the degree to which community-related work has become part of the institution's teaching-learning activities.

3) **Disciplines, departments, and interdisciplinary work** have incorporated community-based education allowing it to penetrate all disciplines and reach the institutions academic core.
4) **Pedagogy and epistemology** incorporate a community-based, public problem-solving approach to teaching and learning.

FACULTY ROLES & REWARDS—Closely related to curricular issues are issues of faculty identity. If faculty feel neither prepared nor rewarded for their engaged work, the curricular connection cannot long survive. Faculty roles and rewards examines faculty culture - those indicators that suggest faculty are being given the support they need if they are to assume the task of linking the curriculum to the community.

5) **Faculty development** opportunities are available for faculty to retool their teaching and redesign their curricula to incorporate community-based activities and reflection on those activities within the context of the course.
6) **Faculty roles and rewards** reflect a reconsideration of scholarship that embraces a scholarship of engagement that is incorporated into promotion and tenure guidelines and review.

MECHANISMS & RESOURCES—Successful engagement depends not only on institutional culture and faculty self-understanding; it also depends - rather directly - on the concrete and specific resources the university is willing to commit to civic engagement. Such a commitment must be sufficiently real that it can survive the pressures of competing priorities and difficult economic times. Mechanisms and resources includes those indicators that tell us community concerns can hold their own even when it come to decisions regarding the bottom line. It also focuses on the ways in which students themselves are empowered to support the engagement process.

7) **Internal resource allocation** is adequate for establishing, enhancing, and deepening community-based work on campus – for faculty, students, and programs that involve community partners.

8) **Enabling mechanisms** in the form of visible and easily accessible structures (i.e., centers, offices) on campus to assist faculty with community-based teaching and to broker community partnerships.
9) **Integrated and complementary community service activities** that weave together student service, service-learning and other community engagement activities on campus.
10) **Student Voice** that recognizes students as key partners in their own education and civic development and supports their efforts to act on issues important to themselves and their peers.

COMMUNITY-CAMPUS EXCHANGE—Civic engagement is not merely a matter of successful "outreach." It assumes an important shift in the way in which the college regards the community in which it is embedded. No longer does the college act on its own - however benign its intentions. Instead, it recognizes the community as its complementary equal, fully entitled to participate in all matters affecting the two. Community-campus exchange looks at those indicators that measure the community role in the engagement process.
11) **External resource allocation** made available for community partners to create richer learning environments for students and for community-building efforts in local neighborhoods.
12) **Community voice** that deepens the role of community partners in contributing to community-based education and shaping outcomes that benefit the community.
13) **Forums for fostering public dialogue** are created that include multiple stakeholders in public problem-solving.