

## **Annotated Indicators of Engagement**

### **Mission and Purpose**

- The college's mission explicitly articulates its commitment to the public purposes of higher education and higher education's civic responsibility to educate for democratic participation.
- This aspect of the mission is openly valued and is explicitly used to promote and to explain the civic activities of the campus.
- The college demonstrates a genuine willingness to review, discuss, and strengthen the civic aspect of its mission.
- All campus constituencies demonstrate their familiarity with and ownership of the college's mission.

### **Administrative and Academic Leadership**

- The president, the chief academic officer, and the trustees visibly support campus civic engagement, in both their words and their actions.
- The president and the college's academic leaders have played a visible and committed role in helping the college evolve into a genuinely engaged institution.
- The campus is publicly regarded as an important and reliable partner in local community development efforts.

### **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 general education and career (vocational, technical, occupational) curricula.
- There exist formal opportunities for capstone experiences (group reflection meetings, forums, variable credit courses, capstones often not credited by the university other than as elective credit) 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, such as learning communities, cohort and peer approaches, and thematically linked courses across semesters.

### **Pedagogy and Epistemology**

- 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 engaged citizens 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.
- High-level administrators include service-learning in their strategic plans for enhanced academic learning.
- Students are formally introduced to the concepts and skills necessary for community-based work early on in their academic careers.

### **Faculty Development**

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

### **Faculty Roles and Rewards**

- The college's tenure, promotion, and/or retention guidelines reflect a range of scholarly activities such as those proposed by Ernest Boyer (1990). The scholarships of integration, application, and teaching are as valued as is the scholarship of discovery.
- Faculty data forms, annual reports, and mandatory evaluations all include sections related to civic engagement, professional service, and/or other forms of academically based public work.

- The college explicitly encourages academic departments to include as criteria in their faculty recruiting efforts community-based interests and experience.

### **Enabling Mechanisms**

- The college maintains a centralized office committed to community-based teaching and learning, and clearly aligned with academic affairs.
- The college has developed a full range of forms and procedures that allow it to organize and document community-based work.
- 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 college recognizes the unusual demands created by work in the community and attempts to provide flexible scheduling options for faculty and students.
- The college recognizes that course content can be delivered in many ways and allows faculty sufficient freedom to utilize community-based strategies
- The college recruits and trains student leaders to work with faculty and community partners.

### **Internal Resource Allocation**

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

### **Community Voice**

- Community partners are deeply and regularly involved in determining their role in and contribution to community-based learning.
- Community partners play a significant role in helping shape institutional involvement in the community.

- Community partners are well represented on all relevant college-based committees.
- Community partners provide feedback on the development and maintenance of engagement programs and are involved in all relevant strategic planning.
- The college allocates resources to compensate community partners for their participation in service-learning courses.

### **External Resource Allocation**

- The college helps community partners create a richer learning environment for students working in the community and assists them in accessing human, technical, and intellectual resources on campus.
- The college 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 (i.e. shared-use buildings).
- The college has intentionally developed purchasing and hiring policies that favor local residents and businesses.

### **Integrated and Complementary Engagement Activities**

- The college effectively coordinates engagement and service-related activities across academic, co-curricular, and non-academic programs.
- The college makes it possible for community partners to understand, access, and navigate easily the full range of its engagement activities.

### **Forums for Fostering Public Dialogue**

- The college plays a visible and effective role in facilitating dialogue around important public issues.
- The college helps to bring together stakeholders from all sectors of the community.
- Local governmental, business, non-profit, and community leaders regard the campus as an important place to come together to build a just, inclusive community.

### **Student Voice**

- Students participate on major institutional committees including those that make personnel decisions.
- The college recognizes student-initiated advocacy campaigns as legitimate forms of democratic practice.

