

**Building the Engaged Campus:  
Using Campus Compact's Indicators of  
Engagement to Deepen and Document Campus Engagement**



Campus Compact

**Edward Zlotkowski, Robert Franco &  
Jenn Meeropol**

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## Agenda

1. Introductions (name and institution)
2. Overview of Indicators Project (IOEP)
3. Key Project Findings
4. Findings for comprehensive universities
5. Findings for community colleges
6. Findings for MSIs
7. Group Discussion
8. Closing discussion: next steps for CC



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## About Campus Compact

- Campus Compact is a national coalition of more than 900 college and university presidents—representing some 5 million students—who are committed to fulfilling the civic purposes of higher education.
- To support this mission, Campus Compact promotes service initiatives that develop students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and practical guidance for faculty seeking to integrate civic engagement into their teaching and research.
- Campus Compact 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.



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## The Indicators of Engagement Project (IOEP) Overview

- In June 2002, the Carnegie Corporation of New York provided funding for Campus Compact to document and disseminate best practices of civic and community engagement and to help campuses achieve broader institutionalization of civic and community engagement
- Campuses need a series of models that they can use to create civic and community engagement strategies appropriate to their particular type of institution and their specific needs. The IOEP focuses on community colleges in year 1, minority-serving institutions in year 2, and comprehensive universities in year 3 (June 2004-June 2005).



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## Major Project Activities

- Surveying best practices of engagement at each type of institution
- Conducting interviews and focus group meetings to learn more about civic and community engagement at each type of institution
- Visiting colleges to identify, document and disseminate best practices of civic and community engagement that demonstrate successful strategies for that particular type of institution
- Creating databases and publication highlighting successful engagement strategies for each type of institution



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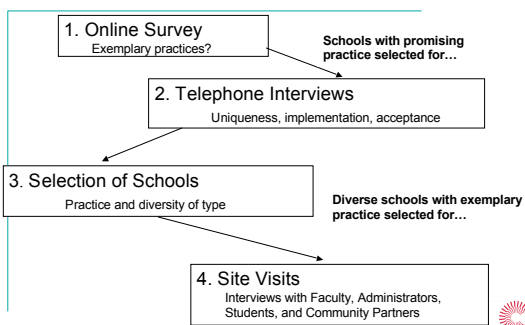
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## IOEP Process



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## The Indicators of Engagement

- Mission and purpose
- Administrative and academic leadership
- External resource allocations
- Disciplines, departments, and interdisciplinary work
- Faculty roles and rewards
- Internal budget and resource allocation
- Community voice
- Support structures and resources
- Faculty development
- Coordination of community-based activities
- Teaching and Learning
- Forums for fostering public dialogue
- Student Voice



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## Themes

The thirteen indicators cluster into the following 5 themes:

- ***Institutional Culture***
- ***Curriculum & Pedagogy***
- ***Faculty Culture***
- ***Mechanisms & Resources***
- ***Community-Campus Exchange***



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## Themes & Indicators

### ***Institutional Culture***

- Mission and purpose
- Administrative and academic leadership

### ***Curriculum & Pedagogy***

- Teaching and Learning
- Disciplines, departments, and interdisciplinary work

### ***Faculty Culture***

- Faculty roles and rewards
- Faculty development

### ***Mechanisms & Resources***

- Internal budget and resource allocation
- Support structures and resources
- Coordination of community-based activities

### ***Community-Campus Exchange***

- External resource allocations
- Community voice
- Forums for fostering public dialogue
- Student Voice



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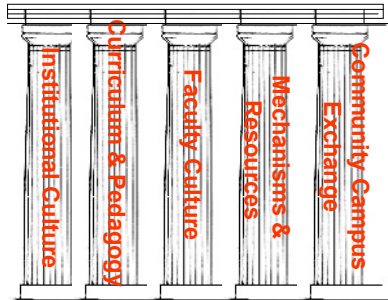
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## Building the Engaged Campus



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## Key Lessons Learned

- Assets Trump Deficits
- Using the indicators to conduct an institutional audit of civic engagement, campuses discovered both assets and deficits. Successful campuses moved on their assets.
- Successful colleges and universities recognized 2-3 strong assets, stimulated intellectual capital and individual passion around those assets, connected strategically with key campus leaders, community partners, and funders, and moved intentionally from innovation to institutionalization.



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## Project Findings: Comprehensive Universities

- Centers play an important role in coordinating multiple approaches to engagement and facilitating a climate on engagement on campus (CSUMB, UMBC, UDayton)
- Institutional commitment to the scholarship of engagement is a crucial component of engaging faculty and thus embedding engagement in the core of the college or university (IUPUI, PSU)
- Meaningful campus-community partnerships that utilize campus and community resources to meet mutual needs can be an important coordinating mechanisms as they can bring together multiple campus constituents (USD, EWU)



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### Project Findings: Comprehensive Universities

- The commitment to multiple, meaningful roles for students in civic engagement initiatives is crucial (CSU System, CSUMB)
- Since civic engagement is about education for democracy, it must include questions of inequity, diversity, access, and privilege (USD, UTEP)
- Location matters. Truly engaged comprehensive universities, like their community college counterparts, deliberately see themselves as of, not just in, their communities (UTEP, UA)



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### Project Findings: HBCUs

- Students at HBCU's are typically introduced to the heritage and mission of service early on in their academic careers (Xavier & JCSU; HSIs OLLU, Heritage, St. Edwards)
- Presidential Leadership is crucial to creating a culture of service and engagement at HBCUs (Xavier & Benedict)



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### Project Findings: HBCUs

- A tradition of viewing service as "giving back" has led many HBCUs to institute a community service graduation requirement. Such a requirement highlights service-learning and facilitates the coordination of community-based activities on campus (JCSU & Benedict)
- HBCU's play an important role in preparing the next generation of community leaders. Many nonprofit and government leaders who partner with HBCUs are alumni of the college with which they partner (NCCU & LOC)



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### Project Findings: Hispanic-Serving Institutions

- Leadership understands that sustainable community improvement and improvement happens with authentic partnership with community organizations: voice, open dialogue, joint grant writing, and external resource allocations (West Hills, OLLU, and Heritage)
- Faculty committed to humble, “behind the scenes” community participation and improvement are recruited and supported - especially for board participation and innovative curriculum development (CSU-Stanislaus, West Hills, Heritage, and St. Edwards)



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### Project Findings: Hispanic-Serving Institutions

- Significant focus on building families first, then the community can be strengthened.
- Service and civic participation is framed as a family value of “giving back” and living the “American Dream”
- Cultural celebrations and traditions build critical mass and partnership relationships



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### Project Findings: Tribal Colleges

- Tribal Colleges see no distinction between the college and the community. The health of the community and its people is seen as inextricably linked to the success of the college. (White Earth & Salish Kootenai)
- Preservation of a tribe’s language and culture is a primary goal of tribal colleges. By helping tribal cultures survive, tribal colleges become “the hub of the community.”
- Tribal colleges work to create an educational context in which Native American students feel understood and valued, helping students move beyond a history of negative schooling experiences.



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## Project Findings: Tribal Colleges

- Tribal colleges work to help Native American students access and utilize the power of non-native ways of knowing while recognizing and celebrating their heritage.
- Native American schools prize personal relationships above formal authority, and experience above formal credentials. These values lead to an absence of hierarchy at tribal colleges and the willingness of all staff members, including the president, to pitch in anywhere and everywhere.



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## Project Findings: Community Colleges

- The community college can itself be viewed as a community-based organization: It is *of*, not simply *in*, a particular place (Yakima Valley & Anne Arundel)
- The culture of a community college, especially as modeled by its president and her/his administration—together with hiring practices that stress participation in that culture—plays a critical role in generating and sustaining faculty interest in community-based work (Middlesex & Kapi'olani)
- Civic engagement strategies often relate to and help deliver workforce-readiness skills (Hocking & Albuquerque TVI)



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## Project Findings: Community Colleges

- Effective “enabling mechanisms”—and a willingness to fund them even in difficult economic circumstances—are in most cases essential to the success of service-learning as an institutional strategy (Brevard, Miami-Dade & Chandler-Gilbert)
- One especially important way in which the college assists the community is by acting as an “honest broker” and an “active listener.” As a result, relationships are truly reciprocal (Portland & Malcolm X)



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## Closing Discussion

- What do these findings and the conversation imply about what the resource creation agenda should be?
- What kinds of resources would be most helpful or needed?



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