Indicators of an Engaged Campus  
(Based on work done by E. Hollander, J. Saltmarsh, and E. Zlotkowski, 2001; and Barbara Holland, 2006)  
*Any of the characteristics of wider institutional engagement, occurring in concert with other characteristics on a campus, suggests the emergence of an “engaged campus.” However, it is unlikely that all characteristics will be apparent on any one campus. These characteristics should not be regarded as prescriptive; their value lies in the possibilities they suggest.*

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| **Area** | **Indicator** | **Ranking 1-4 1: Low relevance 4: Full integration** | **Notes** |
| Mission and Leadership | 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. |  |  |
| Organization, Structure and Funding | 3) Internal resource allocation adequate for establishing, enhancing, and deepening community-based work on campus – for faculty, students, and programs that involve community partners. |  |  |
| 4) Resources made available for community partners to create richer learning environments for students and for community-building efforts in local neighborhoods. |  |  |
| 5) Visible and easily accessible structures (i.e., centers, offices) on campus to assist faculty with community-based teaching and to broker community partnerships. |  |  |
| 6) Integrated and complementary community service activities that weave together student service, student leadership, service learning and other community engagement activities on campus. |  |  |
| Student Involvement and Curriculum | 7) Organized institutional support for student volunteer activity and community leadership development. |  |  |
| 8) Courses exist that incorporate a community-based, public problem-solving approach to teaching and learning linked to course learning goals. |  |  |
| Community Involvement | 9) Community voice that deepens the role of community partners in contributing to community-based education and shaping outcomes that benefit the community. |  |  |
| 10) Opportunities for fostering public dialogue are created that include multiple stakeholders in public problem-solving. |  |  |
| Faculty Involvement, Promotion and Tenure | 11) 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. |  |  |
| 12) Faculty roles and rewards embrace a scholarship of engagement that is incorporated into promotion and tenure guidelines and review. |  |  |
| External Communications and Fundraising | 13) External communications highlight campus-community partnership and engagement, engagement is integral to fundraising goals and the economic impact of the institution is emphasized. |  |  |