



Tennessee | Campus Compact

CAMPUS COMPACT –  
COMMUNITY ENGAGEMENT  
2012 Bonner Leadership Summit  
Host: Carson-Newman College, TN  
Dr. Mani S. Hull, TNCC ED  
June 5, 2012      4:15-5:15  
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# Introduction to Session Discussion

- Campus Compact and its 34 State Affiliates provide leadership in academic service-learning, community-based research, and other forms of civic engagement to improve student learning outcomes while addressing access, diversity, retention, and workforce development issues.
- Nationally, elements of engagement are being incorporated into Carnegie classifications, regional accreditation standards, and major research funding criteria.
- The number of institutions applying academic service-learning in quality enhancement plans for reaccreditation is increasing.
- However, the relative absence of academic service-learning as a valued activity in review, promotion, and tenure criteria tends to inhibit faculty incentives to pursue community-based teaching and research.



- Build awareness about the mission, resources, and impact of Campus Compact and its 34 State Affiliates as catalysts, conveners, and coordinators of civic engagement and service-learning in higher education.
- Better understand the benefits of academic service-learning application in quality enhancement plans for re-accreditation.
- Better understand the importance of efforts to institutionalize tenure and promotion criteria in support of academic service-learning as a vital teaching pedagogy.



## Defining Civic Engagement

“Civic engagement means creating opportunities for civic learning that are rooted in respect for community-based knowledge, experiential and reflective modes of teaching and learning, active participation in American democracy, and institutional renewal that supports these elements.”

~John Saltmarsh, New England  
Resource Center for Higher Education, 2005



## Defining Service-Learning

“Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.”

~ Bringle and Hatcher, 1996



## Larger Questions for Input Session End Pilot Survey

- What collective action steps could we take toward faculty roles and rewards?
- How shall we go about building consensus to develop a set of standards to ensure that institutions can best empower, support, and reward community engaged faculty through institutional procedures of review, promotion, and tenure?



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# NATIONAL CAMPUS COMPACT

[www.compact.org](http://www.compact.org)

- Founded in 1985 Campus Compact is a national coalition of nearly 1,200 college and university presidents representing more than 6 million students committed to fulfilling the civic purposes of higher education.
- As a presidents' organization, Campus Compact's reach extends to all key campus groups, including faculty, students, administrators, and staff, allowing a coordinated approach to building community programs.
- Campus Compact is the only national higher education association dedicated solely to advancing campus-based civic and community engagement.



## State Campus Compacts

- Campus Compact comprises a national office based in Boston, MA, and 34 state affiliates in CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, MA, ME, MD, MI, MN, MO, MT, NE, NC, NH, NJ, NY, OH, OK, OR, PA, RI, SC, TN, UT, VT, WA, WI, and WV.
- Promote public and community service that develops student's citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into their curricula.





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# Tennessee Campus Compact

[www.tncampuscompact.org](http://www.tncampuscompact.org)

- Founded on March 13, 2008, as the 33<sup>rd</sup> State Campus Compact in the U.S. with 30 members
- Hosts have included Vanderbilt University, Tennessee State University, and since spring 2009, Lipscomb University in Nashville
- Governed by an Executive Board and an ad hoc Advisory Committee
- Central Office staffed by Executive Director, Central Office Administrator, Financial Manager, and Website Manager



# TNCC Programs and Services

- \$21,000 CNCS federal grant resource for a graduate of member institution to serve as a standard AmeriCorps\*VISTA Member to build infrastructure capacity for sustainable campus-community engagement
- \$10,704 CNCS federal grant resource for a graduate of member institution to serve as a cost-share AmeriCorps\*VISTA Member
- \$4,000 CNCS federal grant resource for undergraduate students to provide direct service up to 10 weeks as VISTA Summer Associates
- Six annual faculty service-learning curriculum integration training and professional development forums, conferences, workshops
- Annual Day on the Hill legislative advocacy
- Annual national survey statistics to document service activities and outcomes
- National recognition award opportunities
- Customized on-campus technical assistance to guide practice
- Research opportunities in the scholarship of engagement through publications
- Media attention of campus service activities that impact community
- Initiatives through academic-community-business-government partnerships to better prepare students for the marketplace
- Network best practice resources through affiliation with NCC/36 SCCs



- HIGHER EDUCATION VISTA PROJECT
- K-12 VISTA PROJECT (TNDOE/ASD)
- REGIONAL TRAINING
- ANNUAL CONFERENCE
- IN-SERVICE TRAINING
- WHITE HOUSE-USDOE-CNCS P-16 INITIATIVES
- NATIONAL SCHOOL IMPROVEMENT ASSESSMENT
- NATIONAL RECOGNITION



# Why Do We Do This Work?

- There is a need for relevance in the application of our public academic curriculum as well as the engagement of our citizens in solving the country's greatest challenges.
- The interests of our nation and its citizens would be well served by a broad application of the best practices of service-learning across all levels of education, both public and private. Research over the past two decades clearly supports this proposition.
- Focus areas identified by the Corporation for National and Community Service include:
  - Education (k-12 success, post-secondary success)
  - Economic Opportunity (Financial Literacy, Housing, Employment, School Readiness)
  - Healthy Futures (Obesity and Food Security)
  - Veterans and Military Families



## Why Do We Do This Work?

- Civic engagement encompasses actions aimed at building communities and promoting the common good
- As modern social structures have led more and more people to feel disconnected from public life, creating venues for civic and community engagement has taken on new urgency



## Why Do We Do This Work?

- Many struggling communities are seeing diminishing aid in a time of increasing need
- In the face of a long decline in democratic participation, teaching each new generation the skills and values of democracy is essential to the nation's future health
- In an era that many see as defined by corporate excess, the need is great for leaders who are willing and able to uphold public ideals



## Why am I hung on faculty?

- Faculty members are at the core of any higher education institution, and faculty roles and rewards are at the core of faculty life.
- No matter how genuine a school's commitment to engagement as articulated in its mission, that commitment will weaken over time if the institution is unwilling to address the specific ways in which it formally recognizes a faculty member's contribution to that commitment.



# Faculty Roles & Rewards

## Ernest Boyer

- Ernest Boyer (1990) argued that institutional promotion, tenure, and retention guidelines should reflect a range of scholarly activities.
- Faculty members who are willing and able to engage beyond the classroom should be afforded professional development as well as recognition and reward in the promotion and tenure process for the sustainability of the work.
- Faculty data forms, annual reports, and mandatory evaluations should include sections related to civic engagement, professional service, and other forms of academically-based public work.
- The institution should explicitly encourage academic departments to include community-based interests and experience as criteria in its faculty recruiting efforts. These faculty efforts should be publicly acknowledged through awards.





# Faculty Roles and Rewards

## Ernest Boyer

- Given sufficient incentives, more faculty members would likely provide students with opportunities to become actively engaged in their communities. Ongoing research suggests that students improve their academic learning while experiencing new perspectives on society.
- Faculty members who embrace service-learning become more engaged in the local community. Their experiences with students and colleagues tend to re-energize their teaching, advance their careers, and further their research interests.
- Furthermore, release time for service-learning course development and professional development on service-learning issues provide incentives for faculty engagement. Supportive colleagues and stronger links between service-learning and their own research provide additional incentives for faculty to be engaged.



# Faculty Roles and Rewards

## Ernest Boyer

- At the same time, there must be institutional recognition that faculty challenges in incorporating service-learning may include a lack of knowledge about linking service-learning to academic learning as well as difficulties with recruiting students.
- There is typically a lack of funding and administrative support and complexities in developing partnerships with community agencies.
- Looming over all of these issues is the likelihood that application of the service-learning pedagogy is not being considered in promotion and tenure decisions.



# Campus Compact Indicators of Engagement Theme Three

- Faculty Roles and Rewards

Faculty are given the support they need to assume the task of linking scholarship (discovery, teaching, application, and integration) to the community by preparing and rewarding them for their engaged work

**3.1. 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.

**3.2. 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



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# Furco Rubric Components for Faculty Support

- Faculty Knowledge and Awareness
- Faculty Involvement and Support
- Faculty Leadership
- Faculty Incentives and Rewards



- Stage One – Critical Mass Building

Very few members know what service-learning is or understand how service-learning is different from community service, internships, or other experiential learning activities

- Stage Two – Quality Building

An adequate number of faculty members understand service-learning and can articulate the differences

- Stage Three – Sustained Institutionalization

A substantial number of faculty understand service-learning and can articulate the differences



# Faculty Involvement and Support/Furco

- Stage One – Critical Mass Building

Very few faculty are instructors, supporters, or advocates for service-learning (SL). Few support strong infusion of SL into the academy or their own teaching. SL activities are sustained by a few faculty on campus

- Stage Two – Quality Building

While a satisfactory number are supportive, few of them advocate for infusing SL in the mission or their teaching. An inadequate or unsatisfactory number of KEY faculty are engaged in SL

- Stage Three – Sustained Institutionalization

A substantial number of influential faculty participate and support the infusion of SL into the institution's overall mission AND the faculty members' individual professional work



- Stage One – Critical Mass Building

None of the most influential faculty on campus serve as leaders for advancing SL on campus

- Stage Two – Quality Building

Only one or two influential faculty provide leadership to the campus' SL effort

- Stage Three – Sustained Institutionalization

A highly respected, influential group of faculty serve as the campus' SL leaders and advocates



# Faculty Incentives and Rewards/Furco

- Stage One – Critical Mass Building

In general, faculty members are not encouraged to engage in service-learning; few, if any incentives are provided (e.g. mini-grants, sabbaticals, funds for conferences, etc.) to pursue service-learning activities; faculty members' work in service-learning is not usually recognized during their review, tenure, and promotion process

- Stage Two – Quality Building

Although faculty members are encouraged and are provided various incentives to pursue service-learning activities, their work in service-learning is not always recognized during their review, tenure, and promotion process

- Stage Three – Sustained Institutionalization

Faculty who are involved in service-learning receive recognition for it during the campus' review, tenure, and promotion process; faculty are encouraged and are provided various incentives to pursue service-learning activities





- Curriculum Development
- Course Assessment
- Public Recognition of Efforts
- Credit toward Promotion/Tenure
- Assistance with Student Placement
- Assistance with Student Recruitment
- Grant Funding
- Transportation Assistance for Students



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# Community Support through Institutional Negotiations/Research

- Orientation for Students
- Training of Students
- Transportation Assistance for Students
- Documentation of Student Participation (e.g. hours served)
- Evaluation of Students



# Recognize Faculty Challenges/Research

- Difficulties with recruiting students to service-learning classes
- Lack of funding for service-learning
- Lack of administrative support for service-learning
- Difficulties connecting with community agencies
- Difficulties communicating with community agencies
- Lack of time
- Service-learning is not considered in tenure/promotion decisions
- Service-learning not connected to their research interests
- Difficulties with connecting service to academic learning
- Lack of knowledge about service-learning



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## Increase in Faculty Participation in SL/Research

- More funding is made available
- Service-learning involvement considered more in tenure/promotion decisions
- More logistical support for service-learning
- Release time for service-learning course development
- Professional development on service-learning issues
- More supportive colleagues
- Stronger links between service-learning and your own research
- More opportunities for you to take on a leadership role



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# Campus Compact Best Practices

- Centralize faculty development resources and build engagement into development efforts
- Create a culture of service and a commitment to a well articulated, well defined “scholarship of engagement” through hiring and buy-in from key academic administrators
- Develop mechanisms to help faculty members mentor and support each other in learning to design and implement service-learning and other community-based courses
- Actively recruit adjunct and new faculty to participate in community-related activities
- Provide opportunities for students to support and co-create service-learning courses
- Seek external funding to support initial engagement efforts; Fund initiatives from the operating budget to sustain efforts and institutional approach
- Document results to justify continued resource allocation



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# Evaluation indicators toward retention, promotion, and tenure process/Research

- The SL contributions relate to the faculty member's area of scholarship
- The faculty member's SL contributions are responsive to a recognized need of individuals, organizations or other entities on campus and/or in the community and have significant and lasting impact
- SL interactions are carried out in partnership with the community being served
- The faculty member demonstrates that students have provided a needed service to members of the community at large, rather than an exclusionary group
- The SL methodology used provides a way for students to process and synthesize the impact of SL experiences on their understanding of the subject matter of the class
- The faculty member demonstrates that he/she has broadened students understanding of civic involvement, even though students may also focus on career preparation
- The faculty member acts as role model for students and other faculty, especially in developing the student's understanding of the importance of community involvement



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# Who Should Support Us in this Work?

- National Accreditation Agencies
- National Higher Education Associations
- Legislative Bodies
- State Higher Education System Offices
- College and University Presidents
- Deans, Department Heads, Colleagues
- Broader Community
- You tell me!



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# Regional Accreditation Agencies and Their Standards on Service

- There are six (6) major regional accreditation agencies in the United States, each covering a different geographic region and have the job of setting the standards by which post-secondary schools must follow to be considered a provider of quality education.
- All accreditation organizations within the United States are nongovernmental organizations that review the eligibility of colleges and universities. These six organizations are the ones recognized by the Council on Higher Education Accreditation, which is one of the largest independent coalitions of accrediting bodies in the United States.





# An Overview by National Campus Compact

- Regional accreditation agencies set the standards for accreditation in the region that they hold jurisdiction over, leading to six different sets of standards for different regions (all of which must follow the very basic standards set by the CHEA).
- The six regional agencies are: The Middle States Association of Colleges and Schools, The New England Association of Schools and Colleges, The North Central Association of Colleges and Schools, The Northwest Commission on Colleges and Universities, The Western Association of Schools and Colleges, and The Southern Association of Colleges and Schools.



# Organizational Jurisdictions

- The Middle States Association of Colleges and Schools
- Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the Virgin Islands
- The New England Association of Schools and Colleges
- Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
- The North Central Association of Colleges and Schools
- Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming
- The Northwest Commission on Colleges and Universities
- Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington
- The Western Association of Schools and Colleges
- California, Hawaii, Guam, American Samoa, Micronesia, Palau, and Northern Marianas Islands
- The Southern Association of Colleges and Schools
- Virginia, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Alabama, Tennessee and Texas.



# The Middle States Association of Colleges and Schools

- Within the standards for accreditation for the MSACS there is one paragraph that mentions civic service and engagement. The mention is not binding, but does reinforce the idea that colleges and universities should provide opportunities for students to become more involved in the world around them. The paragraph is within “Standard 11 – Educational Offerings” and it states:
- The mission of the institution and the characteristics of its students determine the appropriateness of co-curricular activities, which may include out-of-class lectures and exhibitions, study abroad, civic involvement, independent learning and research, opportunities for informal student-faculty contact and other student activities (see Standard 9: Student Support Services). These experiences foster the personal and social development of students in areas such as personal aspirations, integrity and responsibility, self-awareness and self-reliance, awareness of values, interpersonal relationships, and leadership. An institution may integrate community services with educational programs, enhancing the effectiveness with which it fulfills both its educational mission and its responsibility to society.
- The underlined pieces of the paragraph are the sections that are within the focus of Campus Compact. Civic involvement is included within the list of co-curricular activities that a university or college can include on their campus. The second underlined section provides a more focused statement about including community service aspects to education (which one can infer could also mean including it within requirements for certain classes). Such an inclusion of service within their standards, even if completely non-binding, still implies that community service can be an important factor within a student’s education.



# The New England Association of Schools and Colleges

- New England’s regional accreditation agency’s standards make very little mention to service or engagement. NEASC’s mention of service depends fully on how the reader interprets the phrase “public service.” The passage in question is found in “Standard One-Mission and Purposes,” under section 1.3 and it states:
- The institution's purposes are concrete and realistic and further define its educational and other dimensions, including scholarship, research, and public service. Consistent with its mission, the institution endeavors to enhance the communities it serves.
- Public service could mean many different things, but based on the context it is most likely being used to describe actions similar to those that Campus Compact supports. While it seems the phrase is connected to some degree with the mission of Campus Compact, “public service” is at most mentioned in passing. The standard put forth by the NEASC is far from specific, and places public service in the scope of “other dimensions” of the institution. It should also be noted that the word “community” is extremely ambiguous when used in this context. The term could describe the school serving the surrounding community, but it is far more likely that it describes the student community served by the university.



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# The North Central Association of Colleges and Schools

- Out of the 6 regional accreditation agencies, the North Central Association once had the most comprehensive set of engagement standards. The standards put forth by the North Central Association had a piece of criteria based on the degree to which a school is working to encourage service. Here is the whole criterion, as it was written:
- **Criterion Five: Engagement and Service** - As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
- **Core Component 5a:** The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- **Core Component 5b:** The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- **Core Component 5c:** The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- **Core Component 5d:** Internal and external constituencies value the services the organization provides.



# The North Central Association of Colleges and Schools (continued)

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- In the newest revision of the standards, which became official in February of 2012, criterion five is replaced and the service component is diminished to one line. The new criteria in regards to service can be found in Criterion 3, which is titled, “Teaching and Learning–Quality, Resources, and Support: The institution provides high quality education, wherever and however its offerings are delivered.” Within this criterion, the service component is under section 3 E, which states, “The institution fulfills its claims for an enriched educational environment. Subsections 1 and 2 of section 3 E. are posted below:
- **1.** The institution’s co-curricular programs are suited to its mission and contribute to the educational experience of its students.
- **2.** The institution engages its students and contributes to their educational experience through other activities related to its mission, such as research, community engagement, service learning, religious or spiritual purpose, economic development, or others.
- In this case the mention of engagement has been made far more concise, yet it is still a very strong endorsement of engagement’s importance at the post-secondary level.



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# The Northwest Commission on Colleges and Universities

- The Northwest Commission's standards for accreditation had no mention of service in any capacity!



# The Western Association of Schools and Colleges

- The Western Association of Schools and Colleges' standards for accreditation differ depending on whether the school in question is a junior or a senior college. Due to the size of the region encompassed by the WASC, the organization is split into The Accreditation Commission for Community and Junior Colleges, and the Accrediting Commission for Senior Colleges and Universities. The Commission for Community and Junior Colleges made a mention of "being willing to assume civic, political, and social responsibilities," which could be easily implied to include service. For better understanding of the earlier quote, here is the component in its entirety, as well as the context in which it was found:
- The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.





# The Western Association of Schools and Colleges (continued)

- General education has comprehensive learning outcomes for the students who complete it, including the following:
- C - A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
- As can be seen in the first two quoted paragraphs, the full context of part C. is that it is a desired outcome of a general education curriculum. While the agency's standards do not go into any detail about the programs that would create a more "ethical and effective" citizen, it seems implied that service would be a major component of it.
- The other related organization, the Accrediting Commission for Senior Colleges and universities, does not mention or imply service.



# The Southern Association of Colleges and Schools

The Southern Association of Colleges and Schools' standards for accreditation make mention of service, however the mention is very brief and non-substantial. Within the criteria on institutional effectiveness and thus the mention of service is in the context of reviewing the quality and utility of certain programs. Here is the pertinent section of the accreditation standards:

### **3.3 Institutional effectiveness**

**3.3.1** - The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

**3.3.1.5** – Community/public service within its mission, if appropriate

For the sake of brevity, I removed sections 3.3.1.1-3.3.1.4, because they were not relevant to the issue of service. Community and public service are only mentioned as programs whose outcomes must be measured by an institution if it has the aforementioned programs. While the acknowledgement of service programs is a positive, there isn't any encouragement toward universities to institute those types of programs.



# The Good News NCC 2011 Survey Service Statistics

- In 2011, 91% of member schools indicated that their institution had a mission statement that included service, service-learning, or civic engagement; 90% noted that their strategic plan explicitly addressed these areas. These figures represent a significant rise in institutional commitment over the past two years.
- In 2011, 39%, or 277 institutions had been selected for the Carnegie Community Engagement Classification – the overlap between institutions that are Campus Compact members and those that have received the Classification confirms that Campus Compact member institutions are at the forefront of engaged work.



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# The Bad News NCC 2011 Survey Service Statistics

- The 2011 national survey identified a major gap in campuses ability to assess the impact of engaged work on the community and on student learning.
- Putting in place assessment measures will deepen the roots of engagement by allowing campuses to identify strengths and weaknesses in their current programs.
- Formal processes can ensure continuous improvement and bolster both internal and external support for this work.



# TNCC TAKING THE LEAD ON FACULTY ROLES AND REWARDS

- Presentation at the 2012 SACSCOC Annual Meeting (Dec 8-11)
- What message would you like for me to convey on behalf of faculty members who are service-learning champions?
- Please respond through the brief survey

## **Questions & Answers**