

By fall 2011, Tennessee higher education non-proprietary institutions will have achieved broader institutionalization of civic and community engagement in at least two out of the five Campus Compact indicators of engagement themes below:

THEME ONE: INSTITUTIONAL CULTURE

A culture of engagement has been established that demonstrably affects the way in which faculty, students, and community partners experience the goals and priorities of the college.

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

THEME TWO: CURRICULUM & PEDAGOGY

Civic engagement is directly linked to the curriculum and community-related work has become part of the institution's teaching-learning activities.

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

THEME THREE: FACULTY ROLES & 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.

THEME FOUR: MECHANISMS AND RESOURCES

Sufficient, concrete, and specific resources have been allocated to support civic engagement that will survive the pressures of competing priorities and difficult economic times, and students have been empowered to support and guide engagement efforts.

- 4.1. **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.
- 4.2. **Internal resource allocation** is adequate for establishing, enhancing, and deepening community-based work on campus – for faculty, students, and programs that involve community partners.
- 4.3. **Integrated and complementary community service activities** that weave together student service, service-learning and other community engagement activities on campus.
- 4.4. **Student voice** is respected in institutional decision-making processes and is recognized as a legitimate and essential means of fostering an active and engaged citizenry.

THEME FIVE: COMMUNITY-CAMPUS EXCHANGE

Local communities are recognized as a complementary equal, fully entitled to participate in all matters affecting the campus and the community.

- 5.1. **External resource allocation** made available for community partners to create richer learning environments for students and for community-building efforts in local neighborhoods.
- 5.2. **Community voice** that deepens the role of community partners in contributing to community-based education and shaping outcomes that benefit the community.
- 5.3. **Forums for fostering public dialogue** are created that include multiple stakeholders in public problem-solving.