Institutional Perspectives

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Finding the Balance: Reflections on Service Engagement in Faculty and Campus Development

Creating an engaged campus is a process that takes support, resources, and programs from all levels of a college or university campus. While some may argue that sustainable change is only possible when directed by university administration, others counter that nothing is sustainable if faculty and staff are not empowered to implement the programs. Based on a reflective analysis of Indiana Campus Compact's program development over the past 20 years, the authors argue the importance of growing and maintaining an engaged campus from a holistic model. Such a balanced, collaborative approach to building and sustaining an engagement culture in higher education is illustrated and defended through examples of effective strategy and a discussion of the roles of institutional and community constituents.

Introduction

Indiana Campus Compact has a 20-year history of helping institutions of higher education determine the best ways to engage with their communities – local, regional, state, national, or international – and to develop institution-wide systems to ensure that service engagement is not a one-time opportunity or an initiative that only a singular department, center, or individual has responsibility for on campus. Rather, Indiana Campus Compact has developed a robust, holistic menu of programs, resources, and networking opportunities to help ensure that service engagement becomes a deeply engrained feature of campus culture for students, faculty, staff, and community partners.

We regard "service engagement" as any endeavor of teaching, scholarship, and service that brings the community into the campus and the campus into the community – reciprocally – often addressing a social concern. Service engagement can include service-learning, co-curricular community service, and volunteerism. It also can include some internships and field experiences. Ultimately, the sum of these activities leads to a

campus that is fully engaged with the community and vice versa (Jamison & McCracken, 2007). Throughout this article, we will use the term "service engagement;" however, your campus may choose to use another term such as "community engagement" or "civic engagement." We believe that each of these is an umbrella term used to encompass a multitude of ways in which a campus and a community may engage with each other at both the individual and the organizational level.

As service engagement initiatives in higher education have evolved over the past two decades, so too have the programs and services that Indiana Campus Compact provides its member colleges and universities. From our long-standing Scholarship of Engagement and Faculty Fellows programs to more recently introduced initiatives including the Institutionalization of Service Engagement Rubric and the Pen to Paper Writing Retreat, Indiana Campus Compact recognizes that in order to influence an entire campus culture, we must provide multiple opportunities and means for campuses and their respective communities to engage with us. Each of these programs and resources is built based on feedback from our members and peer organizations, as well as needs and trends observed and documented in the research on service engagement in higher education.
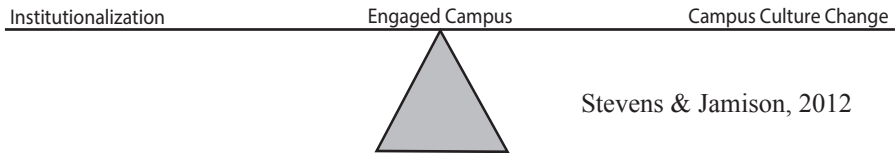
Creating the Engaged Campus

Just as there is debate about the correct or best term to describe community and service engagement on any one campus, varied opinions exist regarding what engagement looks like when fully actualized on a campus – including who should direct efforts to institutionalize a culture of engagement. The term "institutionalization" often implies change that is directed from the top levels of administration downward, while the idea of "changing a campus culture" suggests a more organic, bottom-up effort driven largely by students, faculty, and community members. In offering a reflective analysis of Indiana Campus Compact's efforts to help institutions stimulate, establish, and maintain an engagement culture, we hope to illustrate the importance of both top-down and ground-up efforts, with administrative leadership, faculty, staff, students, and community members all working synergistically to define and advance meaningful change.

Where does the work for an engaged campus start and where does it end? Clearly a campus needs faculty, staff, students, and community members interested in working together to create change and to implement programs, but for long term sustainability, a campus also needs administrative and fiscal support at the president, vice president, dean, director, and department head levels (Campus Compact, n.d.; Jacoby & Hollander, 2009; Minnesota Campus Compact, n.d.; Stevens & Jamison, 2009; The National Task Force on Civic Learning and Democratic Engagement, 2012).

Because involvement from each of these groups will vary over time, it may be best visualized as a balance (see Figure 1).

Figure 1

Continuum of Support for the Engaged Campus

Institutionalization	Engaged Campus	Campus Culture Change

Stevens & Jamison, 2012

At different points in time, one group may be influencing the process more than the other; however, over time, significant and equal support should come from both sides in order to achieve an engaged campus. A visual representation such as this one may aid campus conversations as all constituents wrestle with and revisit aims to deepen engagement. Questions such as these are implied by the representation:

- Is service engagement viewed as a part of your campus identity by both internal and external constituents?
- What opportunities exist for campus and community stakeholders to come together to celebrate successes related to service engagement activities?
- Are faculty and staff on your campus provided opportunities for professional development and recognized for their contributions in teaching, research, practice, and scholarship in the field of service engagement?

Depending on your campus, its classification and culture, and the community in which it resides, some of these questions may be of more importance than others. Several existing resources may help you determine the priorities for your campus, as well as help you track progress along the way (Campus Compact, 2004; Campus Compact 2005; Campus Compact, n.d; Furco, 1999; Indiana Campus Compact, 2009; Minnesota Campus Compact, n.d.; New England Resource Center for Higher Education, 2012; The National Task Force on Civic Learning and Democratic Engagement, 2012). Regardless of which indicators of engagement your campus strives to achieve, we agree with other scholars that faculty and faculty development play a critical role in advancing service engagement on any campus (Bringle & Hatcher, 1996; Bringle & Hatcher, 2000; Campus Compact, n.d.; Jacoby & Hollander, 2009). Faculty are equally implicated in top-down and bottom-up campus change; in this way, faculty span the continuum of efforts to create an engagement culture. As such, Indiana Campus

Compact historically has focused its efforts on promoting community engaged teaching, public scholarship, and service among faculty.

Specifically, Indiana Campus Compact leaders have created programs to support the full development of the faculty member across the triad of teaching, scholarship, and service. As part of the Campus Compact movement, we strongly believe in higher education's engagement with communities, but we acknowledge that the faculty reward structures currently in place at most institutions rely upon traditional review methods and standards, which often place the most value on activities that are firmly entrenched within the walls of academia and that can be documented/verified via academic norms. With this in mind, we have developed programs that intentionally braid teaching, scholarship, and service together for faculty – under the auspices of service engagement – aimed at creating engaged scholars who understand how to integrate and document their work in and with communities.

While these ground-level efforts enact the most impact in communities and strengthen how faculty teach, research, and serve, it is support from, and change at, the administrative level that ensures lasting support for such projects. Most of our programs require some type of fiscal support from member campuses, through a registration fee or an institutional cash match, and many require the commitment of a senior administrator as part of the effort to cultivate an ethos of service engagement on campus. Many of these programs and resources have been replicated at the campus level to support localized communities of engaged scholars and practitioners as well. Examples of these efforts follow in the next sections.

To support our member campuses in achieving a culture of engagement, Indiana Campus Compact programs fall into four main categories:

1. Exploring what it means to be a community engaged scholar;
2. Making inter-campus connections for best practices and peer-to-peer support;
3. Applying best practices to the institutional setting by embedding service engagement into the campus culture; and
4. Creating dialogue with community partners to reinforce the premise of higher education acting *with*, rather than *upon*, the community.

These four areas can stand alone or build upon each other, but ideally come together in such a way that service engagement becomes an active part of the campus culture. The following examples are some of the programs that Indiana Campus Compact offers to meet these efforts.

The Faculty Member as Engaged Scholar (Individual Support)

Indiana Campus Compact Scholarship of Engagement Grants. Ernest Boyer (1990; 1996) challenged higher education to shift from the three traditional legs of faculty review – teaching, research, and professional service – arguing that a fourth leg should be developed to support community engaged scholars: what he called the "scholarship of engagement."

In keeping with Boyer's work, Indiana Campus Compact created the Scholarship of Engagement grant program in 1995 for faculty to use funds toward one of three options:

- Creation of a service-learning course;
- Development of a community-based research project; or
- Use of their expertise to work with a community agency to provide professional service.

Faculty receive $2,250[1] as supplemental pay to hire personnel related to the project, purchase materials, and/or for service engagement professional development. In the past 17 years, nearly 300 faculty have received such grants. Assessment of the program has indicated that the monetary incentive was important for faculty to move projects from theory to practice, with the majority of participants choosing to continue their service engagement projects beyond the term of the grant funding.

Pen to Paper Writing Retreat: Writing with, for, and about Service Engagement. In August 2012, Indiana Campus Compact hosted this inaugural academic writing retreat for faculty. Sponsored by the *Journal of Public Scholarship in Higher Education*; the *Journal of Community Engagement and Higher Education; Partnerships: A Journal of Service-Learning and Civic Engagement*; and *PRISM: A Journal of Regional Engagement*, the event featured journal editors working with faculty attendees in an individual writing consultation format to provide editorial feedback and guidance.

Participants unanimously felt that the interaction with journal editors - from presentations on the pitfall of publishing to one-on-one consultations - was the most valuable part of the two day retreat. Additionally, they appreciated the time and space for reflection and writing; the atmosphere for honest discussion of ideas with like-minded colleagues from varying institutional types and backgrounds; the opportunity to develop a scholarship of engagement plan with new insights; and a unique experience to learn one-to-one from academic journal editors.

Faculty Communities around Engagement (Peer-to-Peer Learning)

Indiana Campus Compact Faculty Fellows Program. The Faculty Fellows program was developed in consultation with Robert Bringle of Indiana University-Purdue University Indianapolis in 1995 as an opportunity for faculty from diverse institutional types and disciplines to come together for a year of professional rejuvenation, strengthening their community engagement. Participants learn *from* and *with* one another as they consider issues such as the role of community engagement in the faculty reward system and how to best establish service engagement within their departments, institutions, and disciplines. Over the past 17 years, more than 100 faculty have participated in the program, many of whom have since advanced to become department heads, deans, even college presidents (Bringle et. al, 2000; Marthakis, Eisenhauer, & Jamison, 2012).

The Faculty Fellows program was designed with the following dimensions:

1. Incentives
    a. A peer-reviewed application process that can be documented within faculty promotion and tenure documents; and
    b. A cash award of $3,750 to be used toward supplemental pay, personnel, professional development, project materials, or marketing and promotion.
2. Experiential education for faculty
    a. Faculty Fellows must co-create and teach a service-learning course with a community agency while providing professional service, aside from the course, to either the same community agency, a nonprofit, or NGO.
3. Faculty scholarship
    a. The Faculty Fellows choose a group project that leads to products that are "communicated through traditionally accepted means such as presentations at professional conferences and publications" (Bringle et al., 2000, p. 889). The group project experiences have led to further individual, interdisciplinary, and inter-campus projects beyond the Faculty Fellow year, often in the form of manuscripts for journal submission or book chapters.
4. Peer Mentorship
    a. The Faculty Fellows program is organized and led by a Senior Fellow who has served as a

Faculty Fellow in previous years and who is chosen by Indiana Campus Compact. The Senior Fellow's main function is to oversee the Faculty Fellows and the group project by providing guidance and direction throughout the academic year (Marthakis, Eisenhauer, & Jamison, 2012).

Service Engagement as Part of Institutional Culture (Intra-Campus Collaboration)

The Enhancing Service Engagement Collaboration Grant (ESEC). The ESEC grant program was created by Indiana Campus Compact in 2010 to encourage Chief Academic and Student Affairs Officers to collaborate in the development and/or strengthening of campus-wide service engagement institutionalization efforts on their campus. Recipients receive $2,250 and may choose to use funds in a number of ways, including:

- Developing campus-wide educational workshop series or institutes for faculty and student affairs staff to come together and focus on the holistic implementation of service engagement;
- Supporting personnel to coordinate/facilitate campus-wide service engagement efforts; or
- Providing seed grants to engage more divisions and departments in service engagement.

Projects from ESEC grants have proven to be an essential part of the equation for campuses to strengthen partnerships between academic and student affairs, leading to a variety of outcomes including the inclusion of service engagement into new student orientation and core curriculum courses, as well as the development of an academic certificate credential for graduating seniors.

The Institutionalization of Service Engagement Rubric. In 2009 and again in 2012, Indiana Campus Compact invited campuses in Indiana and across the national Campus Compact network to explore the institutionalization of service engagement on their own campus. The process helped campuses reflect upon their past and envision where this work could be in two years, five years, and beyond. The goal of this program was to assist campuses with:

- An institutional self-assessment and potential strategic planning tool;
- Preparation for optional awards and recognitions such as the Carnegie Foundation for the Advancement of Teaching

Community Engagement Classification application process and the President's Higher Education Community Service Honor Roll; and

• Development of a solid steering committee that would have the authority to endorse institutional change.

To help campuses navigate this exploration, we created a new resource, the "Institutionalization of Service Engagement in Higher Education: A Rubric for Institutional Planning,"[2] with five focus areas: (1) campus (administration/policy/procedures), (2) faculty, (3) staff, (4) student, and (5) community partner. The rubric was developed as an adaptation of Bringle and Hatcher's (1996) Comprehensive Action Plan for Service-Learning (CAPSL). In addition to CAPSL, Indiana Campus Compact referenced other frameworks for advancing the institutionalization of service-learning and community engagement on college campuses (Bringle & Hatcher, 2000; Jacoby & Hollander, 2009), as well as the 2008 application requirements for the Carnegie Foundation for the Advancement of Teaching Community Engagement Classification.

Participating campuses convened teams of five to seven individuals to lead this work on their campus, including personnel from student affairs, academic affairs, senior administration, as well as student leaders and community partners. Often, those teams were comprised of the Chief Academic and Student Affairs Officers, Campus Compact faculty and staff liaisons, student government presidents or delegates, and key community partner(s).

Participants have indicated the rubric has value as a road map for embedding service engagement into their campus cultures, and as an important catalyst for bringing individuals together for necessary conversations that, apart from involvement in the rubric, may otherwise have not occurred.

Acting With – Not Upon – Communities (Campus and Community Dialogues)

Listening to Communities (LTC). In 1999, Indiana Campus Compact created LTC to enable campuses to host a campus and community dialogue to develop strategies for building, growing, and implementing engaged campus and community programs through reciprocal and sustainable partnerships. Campuses can receive up to $2,100 toward facilitator fees, hospitality, and community partner participant stipends. Campuses may invite up to 30 community partner representatives and should have fewer campus representatives than community. These grants are essential to the goal of institutionalizing service engagement, increasing effective

campus and community partnerships, and enhancing the understanding and impact of reciprocal partnerships through acting with, rather than upon, communities.

As a result of these dialogues, campuses have indicated a strengthened relationship with key community stakeholders, and have learned of professional service opportunities for faculty to connect their research, teaching, and service to the community.

Celebrating Successes and Contributions to the Field of Engagement

Each of these efforts has culminated with a reflective celebration of work at the Indiana Campus Compact Service Engagement Summit. This two-day event for administrators, faculty, staff, and students serves as a showcase of service engagement projects, research and best practices, while highlighting all four Indiana Campus Compact program components:

1. Exploring what it means to be a community engaged scholar;
2. Making inter-campus connections for best practices and peer-to-peer support;
3. Applying best practices to institutional setting by embedding service engagement into the campus culture; and
4. Creating dialogues to reinforce acting *with*, rather than *upon*, the community.

Together, senior administrators, faculty, staff, and students from varying institutional types and cultures celebrate, educate, and network to further strengthen and embed service engagement as an accepted and respected part of their campus cultures.

Implications for Local, Campus-Based Change Initiatives

While Indiana Campus Compact programs have a sound history of supporting faculty and influencing change on campuses though a state-wide organizational model, our resources are often and easily adapted as campus-level strategies sustained by institutional support. Identifying one faculty member to be a champion to lead workshops or mentor other faculty can begin the process. A range of generalizable strategies are described below.

Senior Service-Learning Fellow

A campus could provide a fellowship opportunity for a seasoned service-learning faculty member to serve as the service-learning expert in

campus-wide offices such as a Center for Teaching and Learning, Center for Service and Engagement, or, in some instances, Student Life. This individual would be responsible for increasing faculty involvement in service-learning while mentoring course revision/development, reflection/evaluation, and the promotion and tenure process (Marthakis, Eisenhauer, & Jamison, 2012).

Campus-Based Faculty Fellows

A faculty fellows program does not have to be large in scope. It could consist of as few as two or three faculty members who come together over brown bag lunches or coffee. A senior faculty fellow could work with the group to share service-learning teaching strategies, evaluation methods, and best practices for teaching and learning with community partners. In addition, the class of campus-based faculty fellows could host a few workshops each year to involve other faculty as engaged scholars (Marthakis, Eisenhauer, & Jamison, 2012).

Plunge Grants for Faculty

Mini-grants could be offered to faculty who want to engage with their communities. Similar to Indiana Campus Compact's Scholarship of Engagement Grant Program, these opportunities could help offset expenses for faculty who are setting up a service-learning course, doing community-based research, or providing a professional service to a nonprofit agency.

Service Engagement Advisory Committee/Board

If a steering committee for this work does not already exist on your campus, consider developing one to help construct a plan, push this work forward, and steer the process to formalize the role of service engagement. Consider wisely who to add to this committee/board; it is important to think about those who will be advocates and those who will also have the opportunity to learn and grow professionally from the experience. Examples could include representatives from student affairs, academic affairs, governmental relations, public relations/media, admissions, alumni affairs, and community partners (Jamison, 2011).

End-of-the-Year Recognition

In order to retain a spirit of reflection and celebration with service engagement, recognizing the efforts of engaged scholars goes a long way. Most campuses have yearly recognition, awards, or celebration ceremonies; why not include an award for service engagement? Not only would this be a public recognition of a faculty member's work, but it is an institutional

honor and acknowledgement easily documented within a promotion and tenure dossier.

Creating and Deepening the Engaged Campus: Looking Forward

Whether your campus chooses to embark on its journey to become an engaged campus (or a more engaged campus) on its own, in partnership with other campuses, or with assistance from Campus Compact and/or other organizations, now is the time to move forward.

First and foremost, we must remember that educational institutions are rooted in their communities. This vision for public service in public higher education dates back to the Northwest Ordinance in the 18th century and continues through the growth and evolution of higher education over the past 200+ years through the Morrill Acts in the 19th century and the development of the *Wisconsin Idea* in the early 20th century (Chambers, 2005). Community colleges were introduced to meet educational needs for those who were unableto leave home, and, whether public or private, higher education's rhetoric features service to local needs (American Association of Community Colleges, n.d.). Similarly, faith-based institutions were founded on religious principles with a deep connection to serve the community. As we look at our roots in higher education and balance that with the increased scrutiny that higher education has received over the past several years (increased costs, low employment for recent graduates, etc.), we must demonstrate to the community that higher education still maintains its *public purpose* in all that it does, and that what our students gain in college must include civic development, not only training in a discrete field or skill (U.S. Department of Education, 2012; The National Task Force on Civic Learning and Democratic Engagement, 2012).

Another impetus for engaged campuses comes from funding agencies that now regularly require institutions to demonstrate their commitment to the community in their grant applications and reports. Organizations including the Carnegie Foundation for the Advancement of Teaching and governmental agencies like the Corporation for National and Community Service and the U.S. Department of Education are recognizing campuses for their work with the community through service engagement (Carnegie Foundation for the Advancement of Teaching, n.d.; Department of Education, n.d.; President's Interfaith and Community Service Campus Challenge, n.d). Additionally, higher education accrediting agencies are including community engagement in accreditation criterion (North Central Association of Colleges and Schools Higher Learning Commission, 2012; Middle States Commission on Higher Education, 2011; Southern Association of Colleges and Schools Commission on Colleges, 2012).

Perhaps just as, if not more, important are the implications for the people who walk onto your campus every day – the students enrolled there, the faculty who teach there, and the staff who work there. Increasingly, students and faculty are looking for engaged campus cultures as they decide where to study and build their careers. As we work with students and young professionals who are members of the millennial generation, we see this desire for an engaged campus, and we suspect that this desire will continue to grow over the years ahead.

Notes

[1]All dollar amounts listed in this article are reflective of the grants that have been awarded for the 2012-2013 academic year. In addition, grant recipients must secure a cash match of at least 25% of the grant to demonstrate institutional support.

[2] Readers can find this rubric on the Indiana Campus Compact website (the "Embedding Service Engagement into your Institutional Culture" link located on the Resources page, http://www.indianacampuscompact.org) or at http://tinyurl.com/service-engagement-rubric.

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