

# Advancing Civic Engagement through Strategic Assessment

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# Assessment

Quality and outcomes can best be measured through structured assessment activities that generate and use “information about performance so that it is fed back into the system from which it comes to improve that system.”

Barbara Cambridge (1999). Effective Assessment, in Bringle, et al., *Colleges and Universities as Citizens*.



# Pressure for Change: Why Engagement in Higher Education?

- Demographic pressures on American Higher Education
- Growing interdependent, global, transnational consciousness
- Emergence of diversity as an educational value and catalyst
- What we are learning about learning
- Workplace pressures to know how to work collaboratively and solve problems in teams
- Development in the disciplines and creation of new (problem-centered) interdisciplinary fields
- Broadening definitions of scholarship and what is rewarded
- Strong civic engagement initiatives

R. Eugene Rice



# What We Know About Institutional Change

- Change requires a fundamental shift of perspective
- Change must be systemic
- Change requires people to relearn their own roles.
- Change require constant and consistent leadership
- Change requires systematic ways to measure progress and guide improvement.
- Change require a visible “triggering” opportunity.

Peter Ewell, Organizing for Learning, AAHE Bulletin, Dec. 1997.



# Defining Civic Engagement





# Civic Engagement

“Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference.”

Thomas Ehrlich, et. al., *Civic Responsibility and Higher Education* (2000)





# Civic Engagement

“By engagement, we refer to institutions that have redesigned their teaching, research, and extension and service functions to become even more sympathetically and productively involved with their communities... Close partnerships with the surrounding community help demonstrate that higher education is about important values such as informed citizenship and a sense of responsibility. The newer forms of **public scholarship** and **community-based learning** help produce civic-minded graduates who are as well prepared to take up the complex problems of our society as they are to succeed in their careers.”

American Association of State Colleges and Universities. 1999. *Stewards of Place*.





# 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.



# Civic Engagement

One Institution's Definition of Civic Engagement –

Civic engagement is

(a) active collaboration

(b) that builds on the resources, skills, expertise, and knowledge of the campus and community

(c) to improve the quality of life in communities

(d) in a manner that is consistent with the campus mission

**(IUPUI, 2002)**





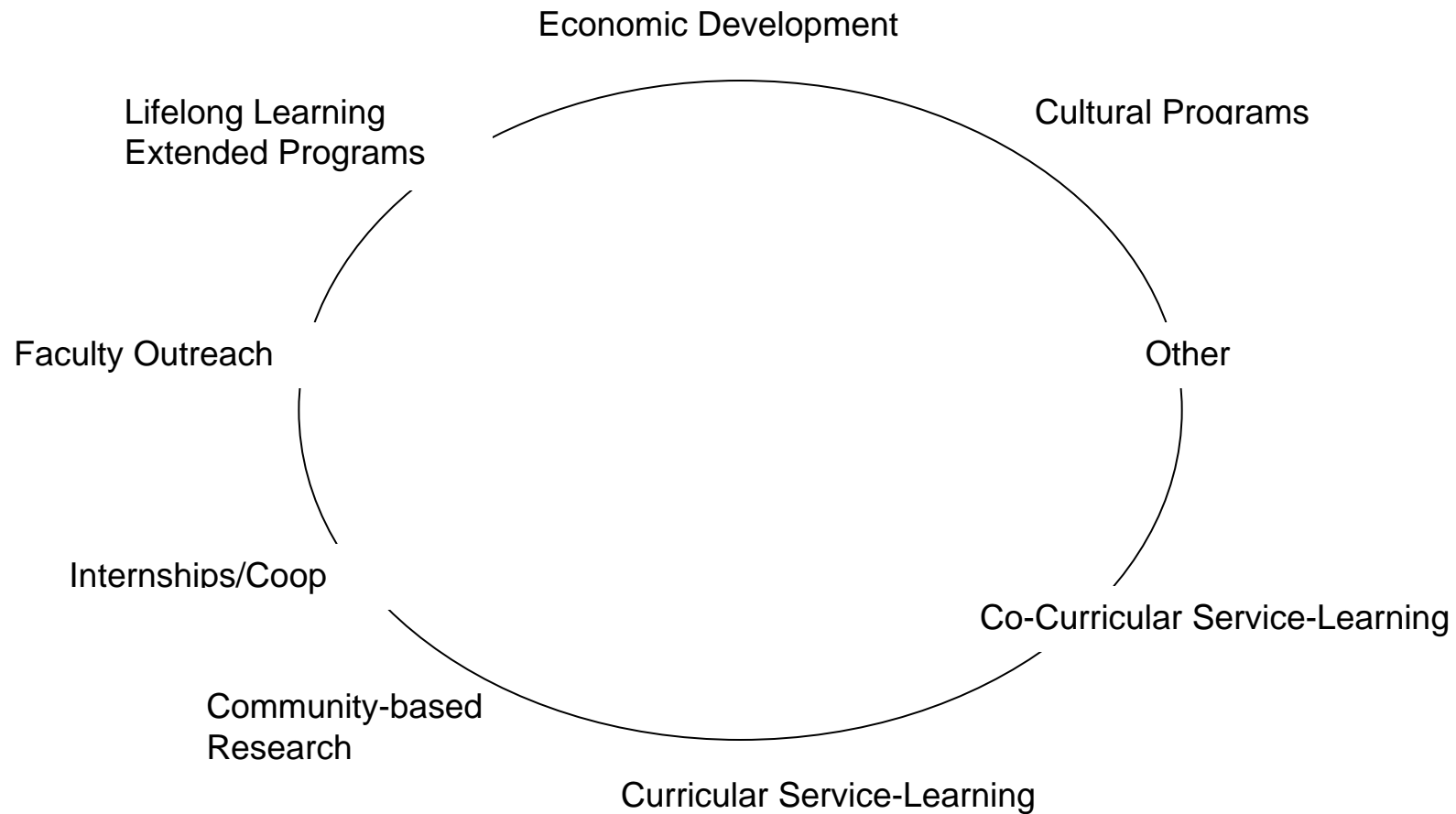
# Service-Learning

In the case of civic engagement, service learning constitutes a necessary component of achievement because, when service learning is institutionalized on a campus (i.e., integral, enduring, and meaningful to all stakeholders), it produces transformations of the work of colleges and universities on the broader spectrum of civic engagement.

Bringle, Hatcher, Hamilton, and Young (2001). Planning and Assessing campus/community engagement, *Metropolitan Universities*.



# CIRCLE OF CIVIC ENGAGEMENT ACTIVITIES





# What is the Compelling Interest for Civic Engagement?

- The Civic Purpose of Higher Education  
*(the mission pathway)*
- Improved Teaching and Learning  
*(the pedagogical pathway)*
- Connecting to the community for the benefit of the campus and the community  
*(the partnership pathway)*



# The Civic Purpose of Higher Education *(the mission pathway)*

"Unless education has some frame of reference it is bound to be aimless, lacking a unified objective. The necessity for a frame of reference must be admitted. There exists in this country such a unified frame. It is called democracy."

John Dewey (1937)

# Improved Teaching and Learning (*the pedagogical pathway*)

- “The epistemology appropriate to [engaged teaching and scholarship] must make room for the practitioner’s reflection in and on action. It must account for and legitimize not only the use of knowledge produced in the academy, but the practitioner’s generation of actionable knowledge.”

Donald Schön, *The New Scholarship Requires a New Epistemology*, *Change*, 1995

- “People worldwide need a whole series of new competencies...But I doubt that such abilities can be taught solely in the classroom, or be developed solely by teachers. Higher order thinking and problem solving skills grow out of direct experience, not simply teaching; they require more than a classroom activity. They develop through active involvement and real life experiences in workplaces and the community.”

John Abbott, Director of Britain’s Education 2000 Trust, Interview with Ted Marchese, *AAHE Bulletin*, 1996



# Connecting to the community for the benefit of the campus and the community (*the partnership pathway*)

- American colleges and universities are “one of the greatest hopes for intellectual and civic progress in this country. I am convinced that for this hope to be fulfilled, the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement.”

Ernest Boyer, *The Scholarship of Engagement*. 1996.

- “Knowledge - particularly useful knowledge that can be applied in the economy and society – is something more than highly intellectualized, analytical, and symbolic material. It includes working knowledge, a component of experience, of hands-on practice knowledge.”

Mary Walshok, *Knowledge Without Boundaries*. 1995





# What it means to create “institutionalization”

# Institutionalization

<b>AN INSTITUTIONALIZED PRACTICE IS:</b>	<b>A MARGINALIZED PRACTICE IS:</b>
Routine	Occasional
Widespread	Isolated
Legitimized	Unaccepted
Expected	Uncertain
Supported	Weak
Permanent	Temporary
Resilient	At-Risk



# Models for Assessing Civic Engagement at the Institutional Level



# Models for Assessing Civic Engagement: *Frameworks*

- Kellogg Forum
- Committee on Institutional Collaboration and NASULGC
- Furco Rubric for Institutionalizing Service-Learning
- Gelmon Rubric Capacity for Community Engagement
- Holland Matrix on Relevance to Mission
- Campus Compact
  - Wingspread Statements
  - Indicators of Engagement
  - MN Campus Compact Civic Engagement Indicators
- NCA – Higher Learning Commission
- **Carnegie Elective Classification –  
Community Engagement**



# Models for Assessing Civic Engagement: *Tools/ Instruments*

- Michigan State University OEM
- IUPUI
- Other campus based efforts – see the National Service-Learning Clearinghouse for examples ([servicelearning.org](http://servicelearning.org))



# Frameworks





# Kellogg Forum

## Dimensions of Engagement (p.5)

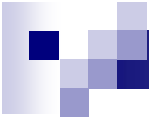
- Access to Learning
- Enhanced Diversity
- Civic Learning
- Public Scholarship
- Social Well-Being
- Trusted Voice
- Public Spaces
- Community Partnerships
- Self-Governance
- Public Accountability



# CIC and NASULGC Benchmarks of Engagement (p 45)

Evidence of:

- Institutional commitment to engagement
- Institutional resource commitments
- Student Involvement in engagement activities
- Faculty and staff partnerships with community
- Institutional engagement with community
- Assessing impact & outcomes
- Resource/Revenue opportunities generated



# Furco's Self Assessment Rubric

## Five Dimensions (p 68)

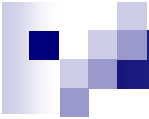
- Philosophy and mission of service-learning
- Faculty support and involvement in s-l
- Student support for and involvement in s-l
- Community participation and partnerships
- Institutional support for service-learning

Three stages: Critical mass building; Quality building; Sustained institutionalization



# Gelmon's Capacity for Community Engagement (p 84)

- Builds on the Furco 5 Dimensions
- Shifts the focus to “community engagement”
- Adds a sixth dimension, “Community-engaged scholarship”



# Holland's Matrix: Factors evidencing relevance to mission (p 58)

- Mission
- Leadership
- Promotion, tenure, hiring
- Organization structure and funding
- Student involvement and curriculum
- Faculty involvement
- Community involvement
- External communications & fundraising

Four levels: Low relevance; Medium relevance, High relevance, Full integration

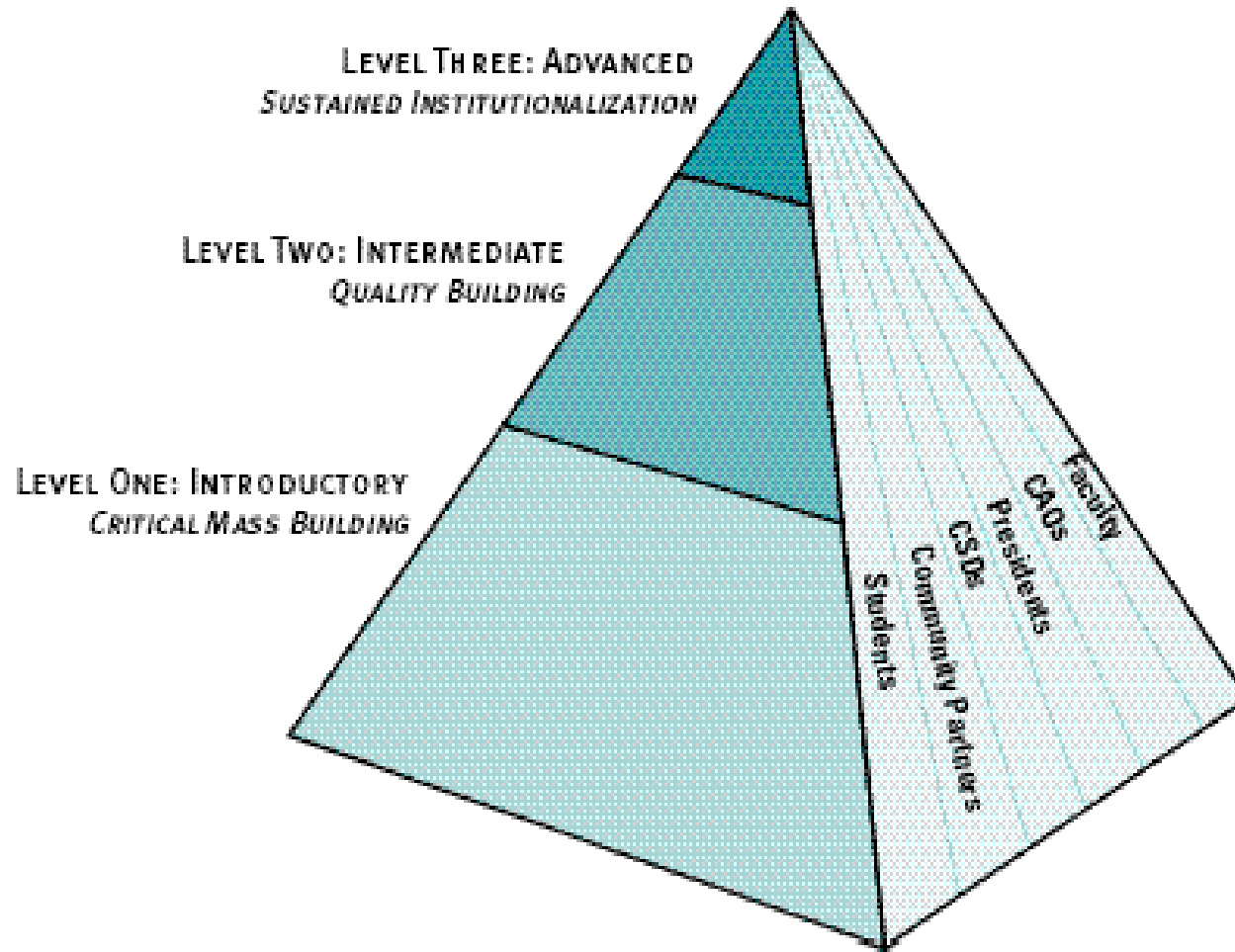
# Campus Compact Indicators of Engagement

(p 59)

- Mission and Purpose
- Academic and Administrative Leadership
- Disciplines, Departments, and Interdisciplinary work
- Teaching and Learning
- Faculty Development
- Faculty Roles and Rewards
- Support Structures and Resources
- Internal Budget & Resource Allocations
- Community Voice
- External Resource Allocation
- Coordination of Community-Based Activities
- Forums for Fostering Public Dialogue
- Student Voice

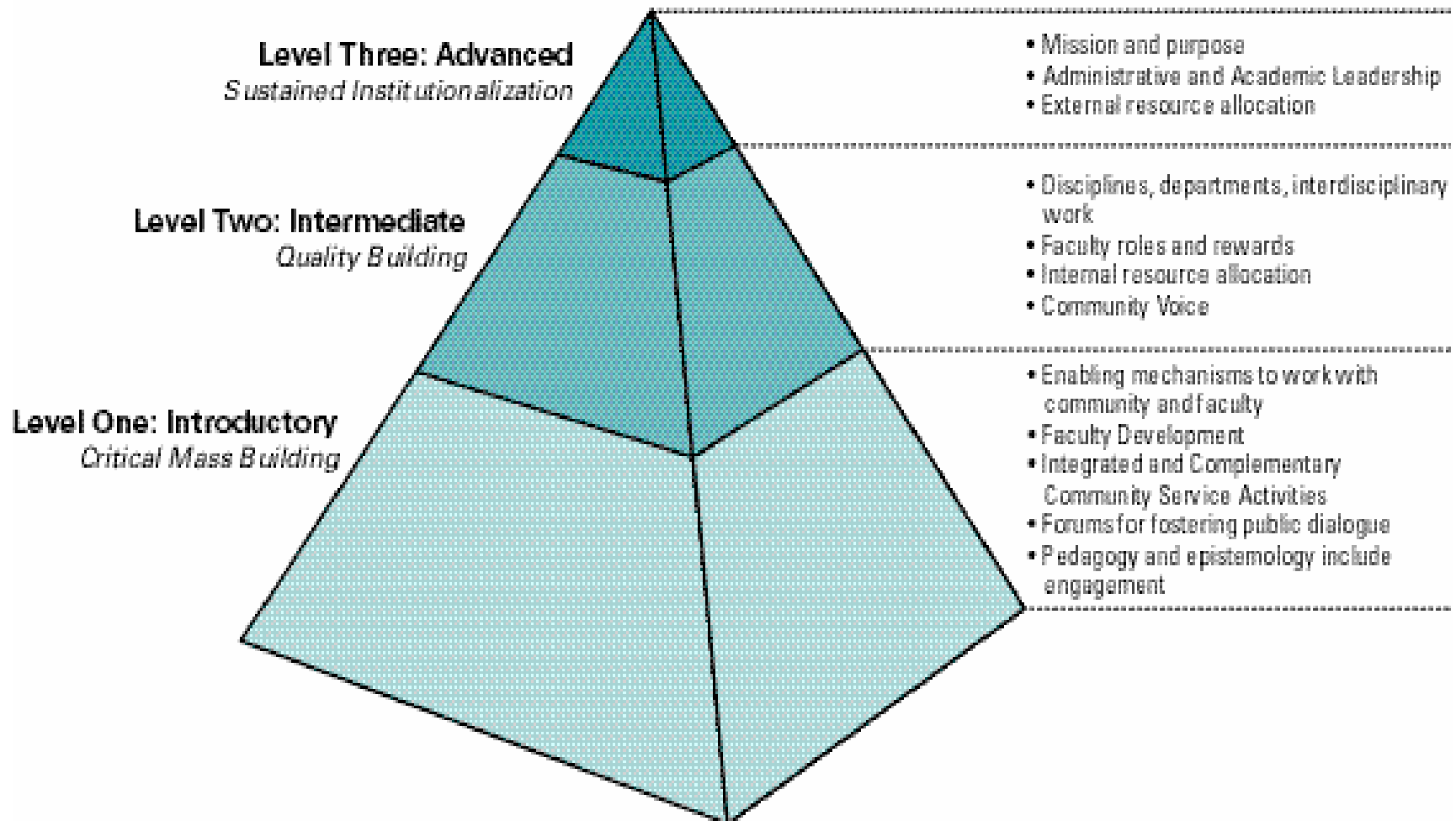
Hollander, Elizabeth, John Saltmarsh, and Edward Zlotkowski (2001). "Indicators of Engagement," in Simon, L.A., Kenny, M., Brabeck, K., & Lerner, R.M. (Eds.), *Learning to Serve: Promoting Civil Society Through Service-Learning*. Norwell, MA: Kluwer Academic Publishers.







## Indicators of Engagement



# Example of how Campus Compact Operationalized Indicators {Translating framework into instrument} (p 64)

## ■ A. Mission and Purpose

- The institution's mission statement explicitly articulates its commitment to the public purposes of higher education and is deliberate about educating students for lifelong participation in their communities.
- This aspect of the mission is openly valued and is explicitly used to promote and to explain the civic engagement and community building activities on and off campus.
- The institution demonstrates a genuine willingness to review, discuss, and strengthen its commitment to civic engagement and community building.
- All members of the campus community demonstrate their familiarity with and ownership of the institution's mission.



# Campus Compact Operationalized Indicators example continued

## ■ G. Support Structures and Resources

- Faculty and students are kept well informed of the resources available to support community-based work. These resources are effectively included in all faculty and student orientation programs.
- The institution has developed a full range of forms and procedures that allow it to organize and document community-based work.
- The institution recognizes the unpredictable nature of work in the community and attempts to provide flexible scheduling options for faculty and students.
- The institution maintains a centralized office or center that is clearly aligned with academic affairs and is committed to community-based teaching and learning.



## Wingspread Declaration, later became CC's President's Declaration (p 11)

Focused on the civic purposes of higher education and asked “What will our campuses look like if they are filled with democratic spirit?”

- Students
- Faculty
- Staff
- Administrators
- The Institution

# MN Campus Compact Civic Engagement Indicators ( p 35)

1. **Culture:** Campus culture nurtures and encourages civic engagement.
2. **Leadership:** Civic leadership is developed and supported at all levels.
3. **Power and Policy:** Campus supports participatory decision-making, and campus policies support engagement.
4. **Accessibility:** Campus resources are available and open to “outsiders” (e.g., prospective students, community partners).
5. **Enabling Mechanisms:** Campus structures, systems, and resources support engagement.
6. **Breadth and Depth of Programs:** Campus supports multiple high-quality forms of engagement.



# Higher Learning Commission: North Central Association (p 53)

## Criterion 5: Engagement and Service

1. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
2. The organization has the capacity and the commitment to engage with its identified constituencies and communities.



## NCA Criterion 5: Engagement and Service continued

3. The organization demonstrates its responsiveness to those constituencies that depend on it for service.
4. Internal and external constituencies value the services the organization provides.



# New Elective Carnegie Classification – **Community Engagement (p 57)**

Community Engagement describes the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.



# New Elective Carnegie Classification – Community Engagement

**The first stage – meeting these “Foundational Indicators”**

- 1. Institutional Identity and Culture**
- 2. Institutional commitment**

These indicators must be demonstrated by both required and optional documentation. For example, one requirement for the latter is that the campus must show that its mission “communicates that community engagement is a priority.”

Carnegie Endowment for the Advancement of Teaching





## New Elective Carnegie Classification – Community Engagement (con't)

### **The second stage – Must select a category of Community engagement**

- 1. Curricular Engagement**
- 2. Outreach and Partnerships**
- 3. Both**

Institutions will select the appropriate category with which to describe the campus engagement with community or decide to demonstrate both categories.

The documentation process is extensive and substantive, focused on significant qualities, activities, and institutional provisions that insure an institutionalized approach to community engagement.

Carnegie Endowment for the Advancement of Teaching





# New Elective Carnegie Classification – **Community Engagement**

- **Curricular Engagement** describes teaching, learning, and scholarship which engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance the well-being of the community, and enrich the scholarship of the institution.

Carnegie Endowment for the Advancement of Teaching



# New Elective Carnegie Classification – **Community Engagement**

- **Outreach and Partnership** describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use benefiting both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, discovery, and application of knowledge, information, and resources (e.g.. research, economic development, capacity building, etc.) and related scholarship.

Carnegie Endowment for the Advancement of Teaching





# Advantages of Using Carnegie

- Legitimacy
- Accountability
- Catalyst for change
- Institutional Identity and Market Niche
- Institutional Assessment and Self Study



# Data Collection



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Survey of MSU Faculty and Academic Staff

### Outreach & Engagement Measurement Instrument: Section One Scope of Your Outreach & Engagement Work from January 1, 2005 to December 31, 2005

For this period, what percentage of your time did you expend in outreach work? Count all work that has an engagement component, namely, that portion of your teaching, research, and service that is conducted for the direct and immediate benefit of audiences external to the academy. Include your time spent in planning, preparing, advising, and assessing as it relates to outreach activity. Please enter the percentage of your time you *spent* in outreach & engagement work, not the percentage of your time that may have been formally assigned to this function by your department or college.

**Note:** This survey does not measure outreach & engagement as unique activities separate from teaching and/or research and/or service. Rather, outreach occurs when a person's research, teaching, or service activity significantly engages that person's scholarly expertise with communities and/or organizations outside the academy with the direct goal of improving outcomes for those who live and work in them.

- I did not participate in any outreach & engagement activity during this time period.  
You do not need to complete the rest of the survey. Thank you.

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- I spent  % of my time on outreach & engagement activity from January 1, 2005 to December 31, 2005.

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# Michigan State University





# Lessons Learned from Assessing Institutionalization of Civic Engagement





# Lessons Learned

- Assumptions about how change happens
- Understanding what drives change.
- Clear definitions commonly understood
- Adapting tools for unique campus culture
- Amount of time it take for a change effort to take place, minimum 3-5 year time period
- Not linear (new president, loss of funding)



# Institutionalization

Institutionalization requires the kind of approach to institutional transformation suggested by Peter Ewell, which he describes as requiring “working on multiple components of an institution simultaneously...change is more likely to succeed if it is implemented systematically.”

“Achieving High Performance: The Policy Dimension,” in Teirney, ed.,  
The Responsive University, 1998)





# What Drives Institutionalization?

- Mission
- Campus leadership
- Deep, active, relevant learning
- Expanding view of scholarship
- Public accountability
- Accreditation standards

(IUPUI)



# Civic Engagement

Engagement has become “shorthand for describing a new era of two-way partnership between America’s colleges and universities and the publics they serve...while that breadth fosters great diversity of activity, it also presents the risk that the term can say everything and nothing at the same time...the lack of clear definition can leave some campuses and their leaders with the impression that they are ‘doing engagement,’ when in fact they are not.”

AASCU 2002





# Key Questions

- How is “civic engagement” defined?
- What is driving your efforts – what are the forces for engagement?
- What are the challenges in the present phase of your civic engagement institutionalization?
- What efforts have been made in assessing civic engagement?



# Small group discussion

- How might you use Carnegie or another framework at your institution?
- What sorts of data do you need to collect to “make the case”?
- What are the barriers and leverage points?



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