



THE CORELLA & BERTRAM F.
BONNER FOUNDATION

Professional Development for Community-Engaged Learning and Scholarship
Workshops for a Cohort of Faculty, Student Leaders, and Co-Educators
#9: Roles of Centers in Promoting Institutional Engagement

Overview

This session, which you will tailor to explain your own campus's center, staffing, partnerships and programs, will provide a chance for faculty to better understand the critical role that centers and their staff (including student leaders) play in building and sustaining campus-community partnerships and their impact on communities. You introduce resources — scholarship, student leaders, catalogs of projects, tracking systems, transportation, supplies, partner projects requests, and more — that your center offers or wants to build (in collaboration with faculty allies). The session will ground faculty in understanding campus infrastructure in perspective of the community engagement field, drawing on scholarship.

In this facilitator's guide, you will find:

- I. Session Introduction and Outline
- II. Materials Needed (Articles, Handouts, etc.)
- III. Suggested Facilitator's Guide
- IV. Additional Resources
- V. Credits and Citations

Please note that this session is designed to use participatory practices which support the creation and growth of learning communities. Use of AV and technology are minimal or optional. You may download related slides, but all handouts can also be presented without this equipment.

Session Introduction and Outline

This session is intended to be used in conjunction with guiding a cohort of faculty who are involved in building community engaged teaching and learning into their coursework. This session is designed to provide faculty with an understanding of the roles that the center plays, including with managing community partnerships. Make sure to customize it to ensure that faculty are acquainted with your center's structure and organization, including staff, student leaders, programs, transportation, tracking systems, etc. While it is designed to use after other sessions, it can be modified to do up front (to support conversations about change initiatives as well). Feel free to invite staff and student leaders to present.

Suggested Agenda (60-90 minutes):

- I. Introduction to Your Campus Center
- II. The Roles and Evolution of Campus Centers
- III. Discussion of Infrastructure and Change Initiatives – and Future Projects

Materials Needed

Print and have copies of the following handouts, or alternatively share these documents electronically with participants before the session.

- Best Practice and Infrastructures for Campus Centers of Community Engagement by Marshall Welch, Saint Mary's College of California and John Saltmarsh, New England Resource Center for Higher Education, in *Deepening Community Engagement in Higher Education* (2013), edited by Ariane Hoy and Mathew Johnson (2013)
- Current Practice and Infrastructures for Campus Centers of Community Engagement, by Marshall Welch and John Saltmarsh (2013), published in the *Journal of Higher Education Outreach and Engagement*
- Handouts included in this guide (with concepts and ideas for discussion)

Suggested Facilitator's Guide

I. Introduction to Your Campus Center (20-25 minutes)

For this section, prepare a brief introduction to the functioning of your campus center. You can customize the first page of the handout for this process. The headings have been created to match the categories used in the Welch and Saltmarsh article about campus centers, which you will present and discuss after this section. Thus, the goals for this section are:

- To help participants, especially faculty, understand and appreciate the many roles that your center plays
- To provide participants with foundational information that they will need to be engaged as allies in leading and managing community-engaged learning and institutional change projects

Feel free to create and use whatever media and formats (slides, handouts, a panel, speakers) you believe will be most effective, but try to touch on the following. By having a prepared 1-2 page handout, you'll be able to do this fairly quickly (or extend the time if you prefer). If you would like, email materials to participants in advance. If you didn't have time to prepare, use this information to present briefly (3-4 minutes each) on the following six areas, focusing especially on the last two (students and partners), so that participants can use this information as they work on their CEL projects:

- **Institutional Architecture and Policies:**
 - To whom does your center report?
 - What is your budget?
 - What is the language that your center currently uses on campus and why?
 - How do you identify and keep track of CEL courses?
- **Center Infrastructure:**
 - Where is your office and what about the space is significant?
 - Share your staffing structure (organizational chart, key roles)
 - Share relevant publications, such as your annual report and newsletters
 - Name what tracking mechanisms you use (i.e., systems)
 - Share key advisory boards
- **Center Operations:**
 - Share assessment (feel free to include Bonner Program findings from the Wiki)

- Describe how your center gathers community input (i.e., boards, meetings, etc.)
- Describe relevant surveys of students, faculty, and partners;
- Explain how the center addresses risk management; transportation, and other logistics
- **Center Programming for Faculty:**
 - List course development grants (CEL Initiative) and fellowships
 - Describe structures for faculty support and mentoring
 - Describe structures for faculty professional development (unit collaborations, etc.)
 - You can also describe hopes for any of these (as that is part of this initiative)
- **Center Programming for Students:**
 - Describe student research opportunities
 - Describe student leadership roles (if nothing else, at least in Bonner)
 - Describe Bonner Program and other co-curricular programs
 - Note other academic pathways (i.e., minor or certificate) and international opportunities
- **Center Programming for Community Partners:**
 - Describe any publications you disseminate (i.e., reports, brochures, news, etc.)
 - Describe any awards or recognition
 - Describe collaborative grants or incentives (i.e., stipends, projects, access to campus resources)
 - Share list of key partners and how you communicate with them (i.e., site visits, retreats, etc.)

II. The Roles and Evolution of Campus Centers (suggested time 15-20 minutes)

This section draws on a study of campus center infrastructure conducted by Marshall Welch and John Saltmarsh in 2013. In this activity, you can invite participants to review the handout and discuss their reactions. As you do this, you may want to hone in on where your institution's center meets or does not meet the practices and structures outlined. Explain that this is a helpful way of viewing your center through the lens of the field more broadly, and that it will help faculty to be constructive allies with center administrators and student leaders as you work collaboratively on institutional and community change initiatives.

The study involved institutions that had earned the elective Carnegie Community Engagement Classification (as of 2010), which requires campuses to demonstrate deep, pervasive, and integrated community engagement and community-engaged learning across the institution. Your institution may or may not have this designation, but these campuses are considered advanced in the field.

Welch and Saltmarsh sought to address two questions:

- What are the defining features of the organizational structures created by campuses for the purpose of facilitating connections to communities at the local, regional, national, and global levels?
- To what extent are the activities undertaken through these institutional structures connected to institutional or community change initiatives?

Invite the participants to review the tables (from the article) in which practices and structures are organized into the following areas, briefing explaining them. You can note that you used the same categories in presenting the information about your own center:

- IAP = Institutional Architecture/ Policy: reporting line, budget, institutional support, clear conceptualizations, course designator, etc.
- CI = Center Infrastructure: office, appropriate staffing, annual report, tracking mechanisms, advisory board, newsletters, etc.

- COP = Center Operations: assessment; community input; surveys of students, faculty, and partners; course development grants; risk management; transportation, etc.
- CPF = Center Programming for Faculty: fellowships, support, mentoring, professional development
- CPS = Center Programming for Students: research opportunities, leadership roles, co-curricular programs, minor, international opportunities, etc.
- CPCP = Center Programming for Community Partners: publications, awards, collaborative grants, site visits, incentives, etc.

After giving the participants a few minutes to skim the table, then read through the Top Ten list on the last page of that section, as follows:

- Budgeted institutional funds
- Administrative support
- Programming staff
- Faculty Development
- Faculty leadership/buy in
- Student leadership/decision making
- Assessment mechanism/procedures
- Full-time administrator
- Academic affairs reporting line
- Database/tracking system
- Adequate office space
- Define/designate courses
- Fund-raising mechanisms
- Communication/outreach
- Transportation coordination/policy
- Cross-campus collaboration
- Course development grants

Depending on your group size, have people pair up, work in small groups, or go around and share responses to the following questions:

- What reactions do you have to the article or this information?
- What surprised you about the roles of centers?
- Which of these practices and structures do we have clearly in place?
- Which of these practices and structures do we need to strengthen?

III. Discussion of Infrastructure and Change Initiatives – and Future Projects (suggested time 20-25 minutes)

Ideally, the first two sections have now set you up to have a rich conversation with the group about the institutional and community change initiatives that you are working on now. Below is a listing of common change initiatives presented in the categories used in this session:

- **Institutional Architecture/ Policy:**
 - Tenure and promotion policies
 - Other institutional supports and incentives
 - Campus understanding of CEL and its conceptualizations
 - Course inventory or designator
- **Center Infrastructure:**
 - Expanding center staffing to include faculty roles
 - Strategic plan and annual reports

- Advisory boards
- Campus and community communications (newsletters, etc.)
- **Center Operations:**
 - Assessment of courses (i.e., rubrics, qualities of CEL)
 - Assessment of programs (i.e., links with retention or outwardly focused CBR projects)
 - Studies and surveys of impact on students, faculty, and/or community partners
 - Mechanisms to strengthen community and/or campus input
- **Center Programming for Faculty:**
 - Development of cohort (i.e., formal roles, fellowships, support, mentoring)
 - Faculty professional development (i.e., workshops)
 - Clarification and development of policies and incentives (i.e., grants, tenure, etc.)
- **Center Programming for Students:**
 - Community engaged learning research opportunities for students, especially capstones for Bonners
 - Co-educators roles for students
 - New academic pathways (i.e., minors)
- **Center Programming for Community Partners:**
 - Projects that provide greater support for partners through connections with faculty
 - Projects that expand or deepen the impact of CE/CEL for partners
 - Development and institutionalization of community impact / partner satisfaction tools (i.e., studies, software, rubrics, etc.)

Depending on the current level of understanding and engagement of your cohort participants with the change projects, we have outlined two approaches below. You may combine pieces of both. For either one, your staff and faculty leader should be ready to share:

1. What change initiatives you identified (in your CEL proposal and discussions)
2. Why you identified those initiatives as strategic and appropriate at this time

You'll need to steer the conversation as facilitators.

Approach 1: Discuss and build understanding and investment in change initiatives

- Ask participants to look at the six categories. Give them sticky dots to share their votes for the 2 areas that are most critical and strategic at this time for addressing (including with their help).
- Have participants do the voting/polling and count them up, identifying the two categories.
- Then, engage participants (through writing and/or discussion) in sharing what projects they believe would be most important and strategic at this time. (Make sure that at least one category is not just for faculty).

Approach 2: Engage the cohort in goal setting and planning for change initiatives

- If you already have agreement in your focus for this year, move forward with goal setting and planning on those projects.
- Restate the projects (and write them on poster paper or board).
- Ask participants to think generatively and critically about what they perceive would be most useful in moving forward the projects, both on campus and in the community. Give them time to write down their ideas.

- If the group is small, you can have each person share their thoughts. Take notes, clustering them around the specific projects and roles people might play. If the group is large, use pairs to share and combine, then present their shared observations (and so on, using combining methods).
- At the end of the time, if the goal is clear and present, articulate a goal statement (using Specific Measurable Achievable Realistic and Timebound - SMART - factors). If the notes are all over the place, suggest that you as facilitators will take this away and work on goals. Or, invite participants to help (and present theirs at the next meeting).

Wrap the session by restating next steps and dates.

If you need other ideas or help with your approach for facilitating these conversations, contact Bonner Foundation staff to discuss in advance. We can also recommend some guides that address goal setting, planning, and facilitation skills.

Credits and Citations (APA):

This workshop and the series of Professional Development for Community-Engaged Learning and Scholarship has been developed by Ariane Hoy, Vice President, Rachayita Shah, Community-Engagement Scholarship Director, and the Bonner Foundation staff team for use by colleges and universities. It draws on scholarship including:

- Welch, M., & Saltmarsh, J. (2013). Best practice and infrastructures for campus centers of community engagement. In Hoy and Johnson (Eds.) *Deepening Community Engagement in Higher Education*, 183-198
- Welch, M., & Saltmarsh, J. (2013). Current practice and infrastructures for campus centers of community engagement. *Journal of Higher Education Outreach and Engagement*, 17(4), 25-56.

The chapters both address the same study. The article from the *Journal* is more technical.

Additional Resources

If you are interested in delving more deeply into the faculty role and how to discuss how participation in community-engaged learning can affect change across the institution, consider reading and sharing these sources:

Dostilio, L. D., & Getkin, D. (2015). Service-learning as catalyst for integrating community engagement across core academic functions. In *Community Engagement in Higher Education* (pp. 139-160). Brill Sense.

Dostilio, L. D. (Ed.). (2017). *The community engagement professional in higher education: A competency model for an emerging field*. Stylus Publishing, LLC. See relevant chapters.

Peterson, D., Perry, J. A., Dostilio, L., & Zambo, D. (2016). Community-engaged faculty: A must for preparing impactful Ed. D. graduates. *Metropolitan Universities*, 27(2), 59-73.

Our Campus Center:

ADD NAME HERE

Customize this handout to accompany your presentation.

- **Institutional Architecture and Policies:**
 - To whom does your center report?
 - What is your budget? Include graphics or tables.
 - What is the language that your center currently uses on campus and why?
 - How do you identify and keep track of CEL courses?
- **Center Infrastructure:**
 - Where is your office and what about the space is significant?
 - Share your staffing structure (organizational chart, key roles)
 - Share relevant publications, such as your annual report and newsletters
 - Name what tracking mechanisms you use (i.e., systems)
 - Share key advisory boards (names and membership)
- **Center Operations:**
 - Share assessment (feel free to include Bonner Program findings from the Wiki)
 - Describe how your center gathers community input (i.e., boards, meetings, etc.)
 - Describe relevant surveys of students, faculty, and partners;
 - Explain how the center addresses risk management; transportation, and other logistics
- **Center Programming for Faculty:**
 - List course development grants (CEL Initiative) and fellowships
 - Describe structures for faculty support and mentoring
 - Describe structures for faculty professional development (unit collaborations, etc.)
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- **Center Programming for Students:**
 - Describe student research opportunities
 - Describe student leadership roles (if nothing else, at least in Bonner)
 - Describe Bonner Program and other co-curricular programs
 - Note other academic pathways (i.e., minor or certificate) and international opportunities
- **Center Programming for Community Partners:**
 - Describe any publications you disseminate (i.e., reports, brochures, news, etc.)
 - Describe any awards or recognition
 - Describe collaborative grants or incentives (i.e., stipends, projects, access to campus resources)
 - Share list of key partners and how you communicate with them (i.e., site visits, retreats, etc.)

Campus Centers: Current Practice and Infrastructure

Over the past few decades, the roles and infrastructure for campus centers of community engagement has continued to change and evolve to provide support for growing institutionalization on campus. In 2013, Welch and Saltmarsh undertook a study of institutions that had earned the Carnegie Community Engagement Classification to address two questions:

- What are the defining features of the organizational structures created by campuses for the purpose of facilitating connections to communities at the local, regional, national, and global levels?
- To what extent are the activities undertaken through these institutional structures connected to institutional or community change initiatives?

As part of this, they conducted a literature review to best describe the best practices and structures of campus centers. The tables below capture that information in key categories: CI = Center Infrastructure; COP= Center Operations; CPF = Center Programs for Faculty; IAP = Institutional Architecture/ Policy.

Table 1. Review of Practice and Structural Elements of Campus Centers

Practice	Source
Institutional Architecture/Policy	
Academic Affairs reporting line	Battistoni, 1998
Budgeted institutional funds	Carnegie; Hollander, Saltmarsh, & Zlotkowski, 2002; Walshok, 1999
Campuswide commitment to civic engagement	Carnegie
Central coordinating center/office	Carnegie; Bucco & Busch, 1996
Civic engagement in institutional strategic plans	Carnegie
Course designation process	Carnegie
Institutional leadership promotes civic engagement as a priority	Carnegie
Official/operational definitions of service-learning, CBR, engagement	Carnegie
Transcript notation of engaged courses	Carnegie
Center Infrastructure	
Adequate office space	Walshok, 1999
Advisory/governing board	Carnegie; Fisher, 1998
Annual report	(Other)
Center vision/mission statement	Fisher, 1998; Furco, 2002; Hollander et al., 2002
Center alumni association	(Other)
Center director background (faculty, Student Affairs, Community)	(Other)
Center director credential/degree (terminal degree, graduate degree)	(Other)
Clear internal/external access entry points to the Center	Pigza & Troppe, 2003

Table 1. cont...

Community representative to advisory board	Bringle & Hatcher, 1996
Database tracking system/ hardware	Carnegie; Bringle & Hatcher, 1996
Development officer	(Other)
Faculty advisory committee/board	Carnegie; Fisher, 1998
Faculty liaison to academic units	Bringle & Hatcher, 1996
Full-time administrative assistant	Bucco & Busch, 1996
Newsletter/web updates	(Other)
Support programming staff	Walshok, 1999
Center Operations	
Assessment mechanisms/procedures	Carnegie; Hatcher & Bringle, 2010
Announce/provide resource materials	Bringle & Hatcher, 1996
Community voice/input	Carnegie; Furco, 2002; Bringle & Hatcher, 1996; Hollander et al., 2002
Conduct research on faculty involvement	Bringle & Hatcher, 1996
Conduct surveys on student involvement	Bringle & Hatcher, 1996
Create student course assistants	Bringle & Hatcher, 1996
Provide course development grants	Furco 2002; Bringle & Hatcher, 1996
Maintain course syllabi file/database	Bringle & Hatcher, 1996
Database on faculty involvement	Bringle & Hatcher, 1996
Establish faculty award	Carnegie; Bringle & Hatcher, 1996; Hollander et al, 2002
Evaluate community partner satisfaction	Bringle & Hatcher, 1996
Evaluate student satisfaction with SL	Bringle & Hatcher, 1996
Facilitate faculty research on SL/CE	Bringle & Hatcher, 1996
Fund-raising mechanisms	Carnegie; Holland & Langseth, 2010
Involve students in creating SL courses	Bringle & Hatcher, 1996
Presentations at student orientations	Bringle & Hatcher, 1996
Publicize faculty accomplishments	Bringle & Hatcher, 1996
Risk Management policy/procedures	Rue, 1996
Recognition of student accomplishments	Rubin, 1996
Recognition of faculty accomplishments	Bringle & Hatcher, 1996; Rubin, 1996
Student leadership and decision making	Furco, 2002; Bringle & Hatcher, 1996
Transportation coordination/policy	Rue, 1996
Center Programming--Faculty	
One-on-one consultation/support	Furco, 2002; Bringle & Hatcher, 1996
Faculty fellowships	Furco, 2002; Fisher, 1998

Table 1. cont...

Faculty professional development program	Carnegie; Clayton & O'Steen, 2010; Bringle & Hatcher, 1996; Hollander et al., 2002; Rue, 1996
Faculty mentor program	Fisher, 1998; Bringle & Hatcher, 1996
Center Programming--Students	
Opportunity for student research	Carnegie
Opportunity for student leadership	Carnegie
Opportunity for student internships	Carnegie
Opportunity for Student study abroad	Carnegie
Cocurricular programs and opportunities	Pigza & Troppe, 2003
Offer service-learning minor/emphasis	Bringle & Hatcher, 1996
Service-learning/CBR student scholars	Fisher, 1998
Center Programming--Community Partners	
Presentation/publications with partners	Bringle & Hatcher, 1996
Award to community partner	Bringle & Hatcher, 1996
Collaborative grant proposals with partners	Bringle & Hatcher, 1996
Educate partners on engaged pedagogy	Bringle & Hatcher, 1996
Initiate site visit/meetings with partners	Bringle & Hatcher, 1996
Community incentives and rewards	Furco, 2002

They shared the Top Ten responses for essential components for campus centers:

- Budgeted institutional funds
- Administrative support
- Programming staff
- Faculty Development
- Faculty leadership/buy in
- Student leadership/decision making
- Assessment mechanism/procedures
- Full-time administrator
- Academic affairs reporting line
- Database/tracking system
- Adequate office space
- Define/designate courses
- Fund-raising mechanisms
- Communication/outreach
- Transportation coordination/policy
- Cross-campus collaboration
- Course development grants