

Detailed Evaluation Rubric for Supporting Engaged Faculty Development

	Absent/ Insufficient 0	Emerging 1	Good 2	Exemplary 3
Understanding the Context of Faculty Work				
(1) Able to identify and assess faculty members’ ranks, institutional roles, responsibilities, and motivations in order to customize PD experiences to fit their need and interests;	Demonstrates little or no effort to identify or assess faculty ranks, roles, and responsibilities in order to customize PD experiences to meet specific faculty needs and interests	Understands how faculty ranks, roles, and responsibilities may affect faculty engagement with CES but provides scant evidence of programmatic elements/strategies to customize PD experiences to meet specific faculty needs and interests	Understands how faculty ranks, roles, and responsibilities may affect faculty engagement with CES and provides evidence of programmatic elements/strategies to customize PD experiences to meet specific needs and interests	Articulates, in a clear and nuanced way, the ways in which faculty ranks, roles, and responsibilities may affect faculty engagement and has developed or facilitated comprehensive strategies to customize PD experiences to meet specific faculty needs and interests
(2) Able to identify and assess faculty members’ awareness, understanding, and attitudes about CES to develop customized PD experiences to fit their needs and interests	Little or no effort to identify and assess faculty awareness, understanding and attitudes about CES in order to develop customized PD experiences to meet faculty members’ particular needs or desires	Understands the importance of identifying and assessing faculty awareness, understanding, and attitudes about CES but offers scant evidence of strategies to develop customized PD experiences to meet faculty members’ particular needs or desires	Understanding the importance of identifying and assessing faculty awareness, understanding, and attitudes about CES and based on that understanding, offers evidence of customized PD experiences to meet faculty members’ particular needs or desires	Able to articulate, in a clear and nuanced way, the importance of identifying and assessing faculty members’ awareness, understanding, and attitudes about CES and in light of that, offers customized PD experiences to meet faculty members’ needs and interests
[working with tenure-track or aspiring faculty] (3) Knowledge of relationship of CES to faculty T&P and rewards and constraints/possibilities faculty may face at various career stages and ranks; ability to identify	Little or no expressed knowledge of relationship of CES to faculty T&P and rewards and constraints/possibilities it poses for faculty at various career stages and ranks	Able to articulate a basic understanding of relationship of CES to faculty T&P and rewards and constraints/possibilities it poses for faculty at various career stages and ranks	Able to articulate a strong understanding of relationship of CES to faculty T&P and rewards and constraints/possibilities it poses for faculty at various career stages and ranks	Able to articulate a comprehensive and nuanced understanding of relationship of CES to faculty T&P and rewards and constraints/possibilities it poses for faculty at various career stages and ranks

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<i>and share strategies for documenting CES for T&P purposes</i>				
[working with tenure-track or aspiring faculty] (4) Able to share strategies for incorporating CE in ways that might <i>balance, synergize, or integrate their teaching, research, and service commitments</i>	Little to no sharing of strategies for faculty to incorporate CE in ways that might <i>balance, synergize, or integrate their teaching, research, and service commitments</i>	Expresses importance of developing strategies for faculty to incorporate CE in ways that might <i>balance, synergize, or integrate their teaching, research, and service commitments</i> , but provides scant evidence of having shared particular strategies with faculty	Provides evidence of having shared strategies with faculty to incorporate CE in ways that might <i>balance, synergize, or integrate their teaching, research, and service commitments</i>	Provides evidence of having shared a range of targeted strategies with faculty (relevant to their field or discipline) to incorporate CE in ways that might <i>balance, synergize, or integrate their teaching, research, and service commitments</i>
Designing & Facilitating Pro-Dev				
(1) Ability to employ <i>participatory pedagogies</i> that allow faculty to <i>make decision about direction of the programming and facilitate their learning from one another</i>	Little or no evidence employing <i>participatory pedagogies</i> in PD strategies for faculty that allow them to <i>make decision about direction of the programming and facilitate their learning from one another</i>	Able to express importance of shared learning experiences for faculty but providing scant evidence of programming that allows faculty to make decisions about the direction of the program or learn in an ongoing manner from one another	Offers or oversees PD experiences for faculty based on <i>participatory pedagogies</i> that allow faculty to <i>make decision about direction of the programming and facilitate their learning from one another</i>	Offers or oversees a range of programming opportunities for faculty that are based on <i>participatory pedagogies</i> and allow faculty to <i>make decision about direction of the programming and facilitate their learning from one another</i>
(2) Ability to <i>authentically engage community members, students, and CE staff</i> in the development of the training, throughout the training experience	Makes little or no effort to <i>engage community members, students, and CE staff</i> in the development of the faculty PD experiences	Includes either community members, students, or CE staff as consultants or “guest speaker” in PD, but does not engage them deeply or authentically in the faculty training experience throughout	Incorporates community members, students, and CE staff in the development stage of faculty PD and throughout the training experience	Includes community members, students, and CE staff, in authentic ways and as ‘co-educators,’ in the development of the PD programming and throughout the training experience
(3) Ability to <i>foster mutually-supportive relations among engaged faculty</i> (e.g., <i>community-</i>	Does little to foster mutually supportive relations among engaged faculty	Expresses the importance of <i>mutually-supportive relations among engaged faculty</i> , but	Provides evidence of employing strategies to <i>foster mutually-supportive</i>	Provides evidence of various strategies used to foster <i>mutually-supportive relations among engaged faculty</i>

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<i>building, mentorship, critical collegueship)</i>	member through strategies such as through <i>community-building, mentorship, or critical collegueship</i>	offers scant examples of strategies to foster these relations (such as through <i>community-building, mentorship, or critical collegueship</i>)	<i>relations among engaged faculty</i> (such as through <i>community-building, mentorship, or critical collegueship</i>)	and how such efforts are sustained and enhanced over time (such as through <i>community-building, mentorship, or critical collegueship</i>)
(4) Ability to communicate history, concepts, and frameworks of CES	Little or no effort to actively communicate <i>history, concepts, and frameworks of CES</i> through faculty PD experiences	Communicates basic frameworks of CES in PD with faculty, but provides scant attention to history or central concepts of CES	Effectively communicates history, concepts, and frameworks of CES in faculty PD experiences	Effectively communicates, in a nuanced and comprehensive manner, the <i>history, concepts, and frameworks of CES in faculty PD experiences</i>
(5) Ability to Communicate definition, theoretical bases, impacts, and key components of SL	Little or no effort to communicate <i>definition, theoretical bases, impacts, and key components of SL</i> in faculty PD experiences	Communicates definition of SL and central components, but provides scant attention to theoretical bases and impacts of SL in faculty PD experiences	Effectively communicate <i>definition, theoretical bases, impacts, and key components of SL</i> in faculty PD experiences	Effectively communicates, in a nuanced, comprehensive and highly-accessible manner, the <i>definition, theoretical bases, impacts, and key components of SL</i>
(6) Ability to articulate key components of a SL course and key elements of a SL syllabus	Little or no effort to articulate <i>key components of a SL course and key elements of a SL syllabus</i>	Articulates a basic understanding of components of a SL course, but provides scant attention to the key components of a SL syllabus	Effectively articulates <i>key components of a SL course and key elements of a SL syllabus</i>	Effectively and comprehensively articulates <i>key components of a SL course and key elements of a SL syllabus, while offering examples of best-practice syllabi in relevant disciplines</i>
(7) Partnership: (a) Ability to describe principles of partnership; (b) Ability to describe asset-based approaches to working with community; (c) Ability to Introduce and frame community assets and challenges while <u>involving</u> community	Little or no evidence of ability to describe principles of partnership, asset based approaches to higher ed-community partnerships, or ability to frame community assets and challenges in ways that involve community partners in the process	Able to describe principles of partnership and asset-based approaches to higher ed-community partnerships but does little to frame community assets and challenges <i>in ways that involve community partners in the process</i>	Able to effectively describe principles of partnership, asset-based approaches to higher ed-community partnerships, and frames community assets and challenges <i>in ways that involve community partners in the process</i>	Able to effectively describe principles of partnership, asset-based approaches to higher ed-community partnerships, and frames community assets and challenges in ways that <i>involve a variety of community partners/stakeholders in the process</i>

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<u>representatives in the process</u>				
(8) Knowledge of <i>reflection and critical thinking strategies</i> to link students' community experiences with academic or civic learning	Little or no evidence of knowledge of <i>reflection and critical thinking strategies</i> that can be used link students' community experiences with academic or civic learning	Able to articulate the importance of reflection and critical thinking in CEL, but unable to share a range of strategies or tools that allow students to link their community experiences with academic or civic learning	Able to articulate and share examples of <i>reflection and critical thinking strategies and tools</i> that can be used to link students' community experiences with academic or civic learning	Able to articulate a broad range of strategies, tools, and examples for reflection and critical thinking activities that allow students to connect their community experiences with academic or civic learning - <i>before, during, and after the CE experience</i>
(9) Ability to support faculty to develop <i>solid learning goals/outcomes tied to community engagement experiences</i>	Little or no evidence of supporting faculty to <i>develop solid learning goals/outcomes that are tied to community engagement experiences</i>	Shares with faculty important learning outcomes that be achieved through CEL experiences, but offers little support to faculty on how to tangibly tie these outcomes, in specific ways, to their course learning goals or objectives	Provide relevant tools, examples, and mentorship/assistance to faculty in order to help them <i>develop solid learning goals/outcomes tied to community engagement experiences</i>	Provide relevant tools, examples, and mentorship/assistance to faculty to develop a wide range of learning outcomes (civic and academic) tied to community engagement experiences.
(10) Knowledge of <i>frameworks for understanding power, privilege, identity and difference</i> in CE learning experiences; <i>ability to share resources/strategies faculty can use to support students' competency building around these dynamics</i>	Provides little or no attention to dynamics of power, privilege, identity, and difference as they may arise in CE learning experiences; provides no evidence of sharing of resources or strategies with faculty to support student competency building around these dynamics	Understands basic tenets of critical service learning but provides scant information to faculty about how such understandings can be utilized to support student competency building around issues of power, privilege, identity, and difference	Identifies resources to share with faculty about frameworks for understanding power, privilege, and identity as they arrive in CEL experiences, as well as strategies faculty may utilize to support student competency building around these dynamics	Identifies a range of resources and activities that explore dynamics of power, privilege, identity, and difference in CE learning experiences; shares and model particular strategies/activities for faculty to support student competency building around these dynamics, throughout the CE experience
(11) Ability to facilitate faculty exploration of their <i>identities, values, and commitments</i> to explicitly link them to their CES practice	Little or no evidence of engaging faculty to explore their identities, values, and commitments and link them to their CES practice	Provide resources or indirect support to faculty, encouraging them to explore their identities, values, and commitments and link them explicitly to their CES practice	Able to facilitate faculty exploration of their identities, values, and commitments and explicitly link	Able to facilitate, on a regular and ongoing basis, faculty exploration of their identities, values, and commitments and explicitly link them to their CES practice

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			them to their CES practice	
(12) Knowledge of resources and logistical support that can be leveraged by faculty to imagine and implement equity focused CES	Little or no effort to name, compile, or share resources or logistical support to imagine and implement equity-focused CES	Demonstrates knowledge of ways to help advance equity-focused CES, but does little to name, compile, or share resources or logistical support with faculty to help them imagine and implement these commitments	Able to name, compile, and share resources and logistical support with faculty to help them imagine and implement equity-focused CES	Offers a range of resources and logistical support to faculty to assist them in imagining and implementing equity-focused CES, including assessing the effectiveness of their efforts.
(13) Ability to support faculty to navigate conflicts/challenges that arise in CEL experiences	Provides little or no ongoing support to faculty to help them navigate conflicts or challenges that may arise in the context of CEL experiences	Provides initial resources to help faculty imagine ways to navigate conflicts and challenges arising in CEL, but offers little “real time” when tangible challenges arise	Provides initial resources to help faculty imagine ways to navigate conflicts and challenges arising in CEL experiences and provides “real time” support and resources to assist faculty when challenges arise	Provides initial resources to help faculty navigate conflicts and challenges as well as provides a broader infrastructure and a process to support faculty who face challenges in “real time” (including for example support of trained student leaders (TAs) to facilitate communication)
(14) Ability to identify purposes of evaluation and assessment of CES, share methods for measuring impact, and document evaluation findings to improve, course, student learning, and community-identified outcomes	Little or no ability to identify the purposes of evaluation of CES or to share strategies/methods for measuring and evaluating the impact of CES related to student learning or community-identified outcomes	Able to identify the purposes of evaluation of CES, but offers scant resources to measure or assess impact related to student learning, course improvement, and community-identified outcomes	Able to identify the purposes of evaluation of CES, and offers resources, tool, and methods to measure/assess impact related to student learning, course improvement, and community-identified outcomes	Ability to identify the purposes of assessment/evaluation of CES, and offer a range of resource, tools, and methods to measure/assess impact related to student learning, course improvement, and community-identified outcomes
Sustaining Support & Encouraging Institutional Transformation				
(1) Knowledge of strategies to develop faculty confidence/competency to act as ambassadors or supporters of CES	Little or no evidence of effort to build faculty capacity and confidence of to act as ambassadors or supports of CES	Provides encouragement for faculty to act as ambassadors or supporters of CES, but provides scant opportunities or	Provides encouragement and tangible opportunities for faculty to develop their competency and confidence	Provides infrastructure, relevant resources, and sustained programming opportunities for faculty to develop their competency and confidence to act as

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within departments, across campus, or in the community	within departments, across campus, or in the community	strategies for faculty to build their competency or confidence in these roles	as ambassadors or supporters of CES, in their departments, across campus, and in the community	ambassadors or supporters of CES in their departments, across campus, and in the community
(2) Ability to provide ongoing pro-dev opportunities for planning and learning with faculty and community partners	Provides little or no continuing PD opportunities for faculty or community partners (beyond and initial training, consultation, or orientation) to further develop their learning around best practices in CES	Provides some continuing PD opportunities for either faculty or community partners, but not both.	Provides regular and continuing PD opportunities for faculty and community partners to further enhance and develop their learning around best practices in CES	Provides regular and continuing PD opportunities for faculty and community partners to enhance their learning around best practices in CES; provides leadership roles for community-partners and faculty in this process
(3) Ability to identify opportunities and venues for faculty to pursue scholarship related to their teaching or research experiences (E.g., professional presentations, publications, or other means of publicly-meaningful dissemination)	Provides little or no information to faculty about how they might pursue meaningful scholarship related to their community engaged teaching or learning experiences	Provides some accounting of venues for faculty to pursue academic scholarship related to their teaching or research experiences, but little attention to how they might pursue other publicly-meaningful dissemination strategies (E.g., policy briefs, public presentations, blogs, podcasts, op-eds, etc)	Identifies and shares opportunities for faculty to pursue scholarship related to their teaching or research experiences through a range of venues (peer reviewed journals and publicly-meaningful dissemination strategies such as policy briefs, public presentations, blogs, podcasts, op-eds, etc)	Identifies and shares opportunities for faculty to pursue scholarship related to their teaching or research experiences through a range of venues and offers programming opportunities (peer reviewed journals and publicly-meaningful dissemination strategies such as policy briefs, public presentations, blogs, podcasts, op-eds, etc) AND develops/offers opportunities for faculty to develop their capacity to produce such scholarship
Critical Commitments				
(1) Willingness to employ qualities of persuasion, humility, confidence, curiosity, collegiality, and patience to support faculty				

<p>(2) Commitment to <i>facilitate and model effective communication between community partners, CE staff, students, and faculty as it relates to co-construction of courses, research, and other collaborations</i></p>				
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