Any of the characteristics of wider institutional engagement, occurring in concert with other characteristics on a campus, suggests the emergence of an “engaged campus.” However, it is unlikely that all characteristics will be apparent on any one campus. These characteristics should not be regarded as prescriptive; their value lies in the possibilities they suggest. They include:

1) **Mission and purpose** that explicitly articulates a commitment to the public purposes of higher education.

2) **Administrative and academic leadership** (president, trustees, provost) that is in the forefront of institutional transformation that supports civic engagement.

3) **External resource allocation** made available for community partners to create richer learning environments for students and for community-building efforts in local neighborhoods.

4) **Disciplines, departments, and interdisciplinary work** have incorporated community-based education allowing it to penetrate all disciplines and reach the institutions academic core.

5) **Faculty roles and rewards** reflect a reconsideration of scholarship that embraces a scholarship of engagement that is incorporated into promotion and tenure guidelines and review.

6) **Internal resource allocation** is adequate for establishing, enhancing, and deepening community-based work on campus – for faculty, students, and programs that involve community partners.

7) **Community voice** that deepens the role of community partners in contributing to community-based education and shaping outcomes that benefit the community.

8) **Enabling mechanisms** in the form of visible and easily accessible structures (i.e., centers, offices) on campus to assist faculty with community-based teaching and to broker community partnerships.

9) **Faculty development** opportunities are available for faculty to retool their teaching and redesign their curricula to incorporate community-based activities and reflection on those activities within the context of the course.

10) **Integrated and complementary community service** activities that weave together student service, service-learning and other community engagement activities on campus.

11) **Forums for fostering public dialogue** are created that include multiple stakeholders in public problem-solving.

12) **Pedagogy and epistemology** incorporate a community-based, public problem-solving approach to teaching and learning.

(Hollander, Saltmarsh, and Zlotkowski, 2001; Hollander and Saltmarsh, 2000)