

ENGAGED CAMPUS AWARD

DEADLINE to be submitted via mail: July 1st, 2011



Award Information

The Engaged Campus Award recognizes institutions of higher education for exemplary commitment to engagement. Applicants will be judged according to criteria expressed in Campus Compact's Indicators of Engagement (see attachment, *Indicators of Engagement*). Each sector (state universities, state/community colleges, independent colleges and universities) may be recognized and featured with a video presentation at the Gala, and the winner will be announced at that time. **All application packets must be postmarked no later than July 1st, 2011.** All applicants will receive an email confirming their packet has been received.

Eligibility

- Only one application per institution will be considered. Multiple campuses under the purview of one institution should coordinate a single application packet.
- If selected as a finalist, institutions will be required to create a short video or slideshow demonstrating institutional participation in community involvement (unless submitted with application). FL|CC reserves the right to edit videos or slideshows, which may be featured at the Florida Campus Compact Awards Gala.
- Applicants must be a Florida Campus Compact member institution in good standing.

Requirements

1. A completed **application form**.
2. A **narrative** demonstrating institutional engagement as defined in Campus Compact's Indicators of Engagement (see attachment, *Indicators of Engagement*). Please include specific examples for as many of the "Indicators" as possible, and your action plan on developing those indicators not yet established on your campus. You may include brochures, news clippings, photos, DVD's, etc. ****Narrative should be approximately 5-10 pages, Times font, 12 point, and double-spaced.**
3. *Optional, but encouraged:* In lieu of a lengthy narrative (i.e. greater than 5 pages), please consider the submission of a 3-5 minute **video** demonstrating institutional engagement. Videos may be mailed on a CD to Florida Campus Compact.
4. **Letters of support (with completed support forms)** from at least three of the following categories: campus administrator, faculty member, student, community partner, or other entity associated with campus engagement efforts. At least one letter must be from a community partner.
5. **One letter from the President of the institution** expressing administrative leadership and support for the institutionalization of civic engagement.

Mail completed application packet to:
FLORIDA CAMPUS COMPACT
ENGAGED CAMPUS AWARD
1801 MICCOSUKEE COMMONS DRIVE, SUITE 200
TALLAHASSEE, FL 32308

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Application Form

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Institution: _____

President's Last Name: _____ First Name: _____

Email: _____ Phone: _____ Fax: _____

Address: _____ City: _____ State: _____ Zip: _____

Primary Point of Contact (if other than the President):

Last Name: _____ First Name: _____

Title: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

Expectations

By submitting this application, (fill in institution name): _____ agrees to the following:
All photos/videos/written statements, etc., may be posted on the Florida Campus Compact website and used in other appropriate venues promoting engaged scholarship. The forwarding and review of this information will be evaluated by authorized members of the selection committee.

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Support Form

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Institution: _____

Recommender's Last Name: _____ First Name: _____

Title: _____ Phone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

Letter of Support

Please attach your letter of support explaining why you believe the institution deserves to be recognized for the Engaged Campus Award. In particular, please indicate how the institution meets the criteria of the Indicators of Engagement for this particular award.

*Note to Recommender: This award will recognize the most outstanding engaged campus in the state of Florida. Therefore, please carefully consider the selection criteria relative to the contributions of the institution.

Signature of Recommender: _____ Date: _____

For questions, please email awards@floridacompact.org or call 850-488-7782.

Campus Compact's Indicators of Engagement:

Themes and Indicators

INSTITUTIONAL CULTURE: Although all colleges and universities are nominally of their communities, there exists a wide spectrum of possibilities for understanding and acting on this affiliation. Institutional culture includes those indicators that help establish a felt culture of engagement, a culture that demonstrably affects the way in which faculty, students, and community partners experience the goals and priorities of their college.

Indicators of Institutional Culture:

- 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.

CURRICULUM & PEDAGOGY: One of the most important lessons of the last decade has been that civic engagement must be rooted in the core work of the university if it is to be effectively institutionalized. Since the core work of the university is teaching and learning, civic engagement must be linked directly to the curriculum. Curriculum and pedagogy looks at those indicators that measure the degree to which community-related work has become part of the institution's teaching-learning activities.

Indicators of Curriculum & Pedagogy:

- 3) **Disciplines, departments, and interdisciplinary work** have incorporated community-based education allowing it to penetrate all disciplines and reach the institutions academic core.
- 4) **Teaching and learning** incorporate a community-based, public problem-solving approach to teaching and learning.

FACULTY CULTURE: Closely related to curricular issues are issues of faculty identity. If faculty feel neither prepared nor rewarded for their engaged work, the curricular connection cannot long survive. Faculty culture examines those indicators that suggest faculty are being given the support they need if they are to assume the task of linking the curriculum to the community.

Indicators of Faculty Culture:

- 5) **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.
- 6) **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.

MECHANISMS & RESOURCES: Successful engagement depends not only on institutional culture and faculty self-understanding; it also depends - rather directly - on the concrete and specific resources the university is willing to commit to civic engagement. Such a commitment must be sufficiently real that it can survive the pressures of competing priorities and difficult economic times. Mechanisms and resources includes those indicators that tell us community concerns can hold their own even when it come to decisions regarding the bottom line. It also focuses on the ways in which students themselves are empowered to support the engagement process.

Indicators of Mechanisms & Resources:

- 7) **Internal resource and budget allocations** are adequate for establishing, enhancing, and deepening community-based work on campus – for faculty, students, and programs that involve community partners.
- 8) **Support structures and resources** in the form of visible and easily accessible mechanisms (i.e., centers, offices) on campus to assist faculty with community-based teaching and to broker community partnerships.
- 9) **Coordination of community-based activities** ensures the deliberate, strategic connection of various forms of engagement, including student service, service-learning, community-based research, and other community engagement activities on campus.
- 10) **Student Voice** that recognizes students as key partners in their own education and civic development and supports their efforts to act on issues important to themselves and their peers.

COMMUNITY-CAMPUS EXCHANGE: Civic engagement is not merely a matter of successful "outreach". It assumes an important shift in the way in which the college regards the community in which it is embedded. No longer does the college act on its own - however benign its intentions. Instead, it recognizes the community as its complementary equal,

fully entitled to participate in all matters affecting the two. Community-campus exchange looks at those indicators that measure the community role in the engagement process.

Indicators of Community-Campus Exchange:

- 11) **External resource allocations** made available for community partners to create richer learning environments for students and for community-building efforts in local neighborhoods.
- 12) **Community voice** that deepens the role of community partners in contributing to community-based education and shaping outcomes that benefit the community.
- 13) **Forums for fostering public dialogue** are created that include multiple stakeholders in public problem-solving.

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