



## ENGAGED CAMPUS AWARD

DEADLINE to be submitted via email: May 27, 2022

### Award Information

The Engaged Campus Award will recognize institutions of higher education for exemplary demonstration of being an engaged campus and fulfilling the public purposes of higher education. Applicants will be judged according to the 13 criteria expressed in Dr. Andrew Furco's Self-Assessment Rubric for Institutionalization of Service-Learning (see below). **All application packets must be either emailed or postmarked no later than May 27, 2022.** All applicants/nominees 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.
- The winning institution will be required to work with Campus Compact Mid-Atlantic to create a short slide show demonstrating institutional participation in community involvement which will be shared publicly.
- Institutions must be Campus Compact Mid-Atlantic members 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). Please include specific examples for as many of the "Indicators" as possible, and an action plan on developing those indicators not yet established on the applicant campus. Brochures, news clippings, photos, DVDs, etc. may be included.
3. **Letters of support (with completed and signed 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.
4. **One letter from the president of the institution**, expressing administrative leadership and support for the institutionalization of civic engagement.

### Application Instructions

- Narrative should be approximately 5-10 pages, 11-point Calibri font, and double-spaced.
- Letters of support should be a maximum of 1 page, 11-point Calibri font.
- Compile application/nomination form, narrative, completed support forms and letters of support, and letter from the president into ONE DOCUMENT, either Word or pdf.
- Attach this document to an email with the subject: Engaged Campus Award: NAME OF NOMINEE INSTITUTION IN ALL CAPS
- **Send to [awards@ccmidatlantic.org](mailto:awards@ccmidatlantic.org) by 5:00 pm, May 27, 2022.**



Campus Compact  
Mid-Atlantic

**ENGAGED CAMPUS AWARD**  
**Application Form**

DEADLINE to be submitted via email: May 27, 2022

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Institution

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President's Last Name                      First Name

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Email    Phone    Fax

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Address    City    State    Zip

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

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Institution

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Last Name    First Name

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Email    Phone    Fax

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Address    City    State    Zip

**Expectations**

*By submitting this application, \_\_\_\_\_ agrees to the following: All photos, videos, written statements, etc., may be posted on the Campus Compact Mid-Atlantic website and used in other appropriate venues promoting engaged scholarship. The review of this information will be evaluated by authorized members of the selection committee.*



**Campus Compact**  
Mid-Atlantic

**ENGAGED CAMPUS AWARD**  
**Support Form**

**DEADLINE to be submitted via email: May 27, 2022**

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Institution

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Recommender's Last Name

First Name

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Recommender's Title

Recommender's Email

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Recommender's Phone

Fax

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Campus/Organization 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. Include both this completed form and your letter of support in the nomination packet.

Note to Recommender: This award will recognize the most outstanding engaged campus in the Maryland-DC-Delaware region. Therefore, please carefully consider the selection criteria relative to the contributions of the institution.

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Signature of Recommender

Date

For questions, please contact us at [awards@ccmidatlantic.org](mailto:awards@ccmidatlantic.org) or 301-696-3280.

## **The 13 Indicators of Engagement from the Furco Rubric**

### **1. Mission and Purpose**

- The college's mission explicitly articulates its commitment to the public purposes of higher education and higher education's civic responsibility to educate for democratic participation.

### **2. Academic and Administrative Leadership**

- The president, the chief academic officer, and the trustees visibly support campus civic engagement and equity, in both their words and their actions.
- The president and the college's academic leaders have played a visible and committed role in helping the college evolve into a genuinely engaged institution.

### **3. Disciplines, Departments, and Interdisciplinary work**

- Community-based learning opportunities can be found across the entire curriculum. It is as much the concern of the arts and humanities, the natural sciences, technical disciplines, pre-professional studies, and interdisciplinary programs as it is of the social sciences.
- Students have multiple opportunities to do community-based work in their general education and career (vocational, technical, occupational) curricula.

### **4. Pedagogy and Epistemology**

- Community-based work provides an opportunity for students to generate knowledge, develop critical thinking skills, and grapple with the ambiguity of social problems.
- Community knowledge and community expertise are valued as essential to the education of engaged citizens and are incorporated in various ways throughout the curriculum.
- Experiential learning is valued both by faculty and administrators as an academically credible method of creating meaning and understanding.

### **5. Faculty Development**

- The college regularly provides faculty with in-house opportunities to become familiar with teaching methods and practices related to service-learning and equity.
- To enhance their ability to offer quality service-learning courses, faculty have access to curriculum development grants, reductions in teaching loads, and/or travel grants to attend regional and national conferences focused on engaged work.

### **6. Faculty Roles and Rewards**

- The college's tenure, promotion, and/or retention guidelines are inclusive, equitable, and reflect a range of scholarly activities such as those proposed by Ernest Boyer (1990).
- Faculty data forms, annual reports, and mandatory evaluations all include sections related to civic engagement, professional service, and/or other forms of academically based public work.
- The college explicitly encourages academic departments to include as criteria in their faculty recruiting efforts community-based interests and experience.

### **7. Enabling Mechanisms**

- The college maintains a centralized office committed to community-based teaching and learning, and clearly aligned with academic affairs.
- The college has developed a full range of forms and procedures that allow it to organize and document community-based work.
- Faculty and students are kept well informed of the resources available to support community-based work.

- The college recognizes that course content can be delivered in many ways and allows faculty sufficient freedom to utilize community-based strategies

#### **8. Internal Resource Allocation**

- Adequate funding is provided to support, enhance, and deepen involvement by faculty, students, and staff in community-based work.
- The college regularly draws upon already existing resources to strengthen engagement activities. Such activities are seen as priorities in the allocation of those resources.
- The college provides sufficient long-term staffing for all core partnerships and engagement activities. It also provides adequate office space for that staff to do its work.

#### **9. Community Voice**

- Community partners are deeply and regularly involved, and have a voice in determining their role in and contribution to community-based learning.
- Community partners are included, well represented and play a significant role in helping shape institutional involvement in the community.
- Community partners provide feedback on the development and maintenance of engagement programs and are involved in all relevant strategic planning.

#### **10. External Resource Allocation**

- The college helps community partners create a richer learning environment for students working in the community and assists them in accessing human, technical, and intellectual resources on campus.
- The college makes resources available for community-building efforts in local neighborhoods.
- Campus mechanisms have been designed and developed to serve both the campus and the local community (i.e. shared-use buildings).
- The college has intentionally developed purchasing and hiring policies that favor local residents and businesses.

#### **11. Integrated and Complementary Engagement Activities**

- The college effectively coordinates engagement and service-related activities across academic, co-curricular and non-academic programs.
- The college makes it possible for community partners to understand, access, and navigate easily the full range of its engagement activities.

#### **12. Forums for Fostering Public Dialogue**

- The college plays a visible and effective role in facilitating dialogue around important social issues.
- The college helps to bring together stakeholders from all sectors of the community.

#### **13. Student Voice**

- Students participate on major institutional committees including those that make personnel decisions.
- The college recognizes student-initiated advocacy campaigns as legitimate forms of democratic practice.