

# 2017 ENGAGED CAMPUS AWARD

## APPLICATION PACKET



# Campus Compact

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## Indiana

Indiana Campus Compact (ICC) is a partnership of Indiana's public, private, and community college higher education institutions focused on advocating, implementing, and improving service engagement, so that students graduate as well-informed, engaged and productive members of society, who are fully enabled to provide leadership and service that advances the public good in their communities.

Previous winners of this award include:

Year	Campus	President/Chancellor
2016	Indiana State University	Daniel Bradley
2017	University of Notre Dame	Father John Jenkins

## Indiana Campus Compact 2018 Engaged Campus Award

*The Engaged Campus Award recognizes Indiana institutions of higher education for exemplary commitment to advancing the civic purposes of higher education.*

Applicants should demonstrate their ability to improve community life and to educate students for civic and social responsibility. Applicants are reviewed according to criteria expressed in Campus Compact's Indicators of Engagement (see attachment, Indicators of Engagement).

### Conditions:

- Only one application per institution will be considered.
- **Applications and supporting material are due December 18, 2017.**
- **Award winners will be announced** and finalists will be recognized at the Indiana Campus Compact Annual Awards Gala on Monday, February 26, 2018 at the Indianapolis Marriott North. **You must attend the Award Gala to receive your award.**
- All applicants must register for the Gala by January 26, 2018. Registration is free for each award applicant and a guest. Instructions for registration will be sent to all award applicants in December.

The winner will receive a cash gift of \$1,000\* and we encourage the campus to donate a portion to an Indiana-based community partner in order to further its service to the community, and use the remainder to further support the campus's community-based engagement efforts.

\*Payment will be processed after a signed w-9 is returned to Indiana Campus Compact. Please allow up to 12 weeks for processing.

### APPLICATION PROCESS:

Applicants, on behalf of the university/college, will submit the following to be considered for the award:

- Application **Cover Sheet**, with completed background information.
- A 500-word **abstract** describing how the work of the institution aligns with the [mission](#) of Indiana Campus Compact and summarizing qualifications for the award.
- A **statement** describing your institution and community, including: how service learning and civic engagement are included in your mission or strategic plan, student body size, Carnegie Community Engagement Classification status, community size and dynamics, and other factors relevant to your application.
- 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. Additionally, please address your campus plan to develop those indicators not yet established on your campus.
- A **video no longer than 3 minutes**, demonstrating institution-wide engagement with the community. (.mp4 format) This video is not required, but it can be a powerful supplement to your application. The technical attributes of the video will not be considered during review. Use this video to showcase your campus community connections, describe why you are applying for the award, and to put an exclamation point on your application. All videos will be featured on the Indiana Campus Compact website and social media outlets.
- **Letters of support** from at least three of the following five 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.

- A **letter from the President/Chancellor** of the institution expressing administrative leadership and support for the institutionalization of service engagement.
- A **300 dpi print quality photo for publicity**. This photo should represent the climate of service engagement on your campus. What are you most proud of in terms of community engagement?

## **SUBMISSION**

Please submit all documents in **one pdf file** and video and photo as separate files. Please send them to [iccgrant@iupui.edu](mailto:iccgrant@iupui.edu) with 2018 *Engaged Campus Award* in the subject line.

Please review this checklist before submitting your application:

- ✓ **Coversheet**
- ✓ **Abstract**
- ✓ **Narrative**
- ✓ **Letters of support**
- ✓ **Letter from President/Chancellor**
- ✓ **Video**
- ✓ **Photo**

**Indiana Campus Compact  
2018 Engaged Campus Award**

*Cover Sheet must accompany application materials.*

Institution:	
President's first and last name:	
Primary point of contact and title :	
Address:	
Phone:	Email:
Campus Media Contact and Email:	
Letters of Support Submitted by:	
Name:	Title:
Phone:	Email:
Name:	Title:
Phone:	Email:
Name:	Title:
Phone:	Email:

**Authorization**

***I understand that in order to be eligible to win the Engaged Campus Award, at least one upper-level administrator is required to attend the Gala held during the Indiana Campus Compact Service Engagement Summit on February 26, 2018 in Indianapolis, IN.***

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Title of Person Authorized to Submit this Application \_\_\_\_\_

## **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.