



**Campus Compact**

## **CAMPUS COMPACT 2014 ANNUAL MEMBERSHIP SURVEY**

Campus Compact invites you to complete the annual member survey for 2013-2014. This survey marks nearly 30 years of collecting data regarding campus-community engagement.

Your institution's responses will be combined with those from almost 1,200 campuses nationwide that comprise the Campus Compact network. Conducted each year since 1986, Campus Compact's member survey is the most comprehensive and widely distributed review of service, service-learning, and civic engagement in higher education. Through this instrument, we are able to calculate student and faculty involvement in service and service-learning, measure campus infrastructure for community engagement, understand faculty roles and rewards, determine alumni engagement, and receive valuable feedback about Campus Compact member services. Results allow campuses to compare their progress with state and national trends and help all of us better articulate our case to elected officials, funders, and the media. The survey allows the Compact to demonstrate progress toward our mission of supporting growth and depth in higher education community engagement.

### **Guidelines:**

- Please ensure that only one survey per campus is completed.
- Multiple offices will need to provide data for the most accurate campus portrait.
- The survey is to be completed online, and needs to be completed at one time (i.e., **you cannot save, exit and return**). While you are completing the survey you can return to previous questions and edit.
- You can change an answer by returning to an item already completed and entering a different response. You can only change responses prior to hitting the "submit" button.
- Once you select the submit button on the last page you will not be able to edit or return.

- You may want to begin by reviewing these Frequently Asked Questions (FAQs): <http://www.compact.org/wp-content/uploads/2014/10/FAQ-for-2014-Annual-Member-Survey.pdf>
- The survey site will be open between October 21 and December 12, 2014. Please start early so that you will have time to gather the information requested.
- Once you have all information gathered it should take no more than 60-75 minutes to complete.

For the purposes of this survey, the definition of community engagement follows the one used for the Carnegie Classification for Community Engagement: The collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Campus Compact promotes student community engagement that is either curricular (occurring as an aspect of a credit-bearing academic experience) or co-curricular.

In addition to providing the opportunity for aggregating national data and comparing across institutions, the annual survey provides a mechanism for campus-based information gathering that supports subsequent applications for the Carnegie Classification for Community Engagement and/or the President's Higher Education Community Service Honor Roll and enables evaluation of campus community engagement efforts. The information collected may be useful as you prepare your annual report or share internally about institutional community engagement strategies, outcomes and impact.

If you have any questions, contact Maggie Grove, Director of Operations, at Campus Compact - [mgrove@compact.org](mailto:mgrove@compact.org). For technical questions about the platform, please contact Lisa Keyne at [lkeyne@treetopllc.com](mailto:lkeyne@treetopllc.com). We thank you for your participation and look forward to sharing results with members in spring 2015.

## **Institution information**

Complete name of your institution (no abbreviations)

State

Contact information for primary person completing survey

Name

Professional title

Email address

Phone number

Best description of your institution

Public two-year

Private two-year

For-profit two-year

Public four-year

Private four-year

For-profit four-year

Other characteristics that apply to your institution (check all that apply)

Business

Community College

Commuter

Early college

Faith-Based/Religiously Affiliated

Historically Black College/University

Land Grant

Liberal Arts

Minority-Serving

Professional

Research/Comprehensive

Residential

Technical

Tribal

2013 Basic Carnegie Classification

Assoc/Pub-R-S: Associate's--Public Rural-serving Small

Assoc/Pub-R-M: Associate's--Public Rural-serving Medium  
 Assoc/Pub-R-L: Associate's--Public Rural-serving Large  
 Assoc/Pub-S-SC: Associate's--Public Suburban-serving Single Campus  
 Assoc/Pub-S-MC: Associate's--Public Suburban-serving Multicampus  
 Assoc/Pub-U-SC: Associate's--Public Urban-serving Single Campus  
 Assoc/Pub-U-MC: Associate's--Public Urban-serving Multicampus  
 Assoc/Pub-Spec: Associate's--Public Special Use  
 Assoc/PrivNFP: Associate's--Private Not-for-profit  
 Assoc/PrivFP: Associate's--Private For-profit  
 Assoc/Pub2in4: Associate's--Public 2-year colleges under 4-year universities  
 Assoc/Pub4: Associate's--Public 4-year Primarily Associate's  
 Assoc/PrivNFP4: Associate's--Private Not-for-profit 4-year Primarily Associate's  
 Assoc/PrivFP4: Associate's--Private For-profit 4-year Primarily Associate's  
 RU/VH: Research Universities (very high research activity)  
 RU/H: Research Universities (high research activity)  
 DRU: Doctoral/Research Universities  
 Master's L: Master's Colleges and Universities (larger programs)  
 Master's M: Master's Colleges and Universities (medium programs)  
 Master's S: Master's Colleges and Universities (smaller programs)  
 Bac/A&S: Baccalaureate Colleges--Arts & Sciences  
 Bac/Diverse: Baccalaureate Colleges--Diverse Fields  
 Bac/Assoc: Baccalaureate/Associate's Colleges  
 Spec/Faith: Special Focus Institutions--Theological seminaries, Bible colleges, and other faith-related institutions  
 Spec/Med: Special Focus Institutions--Medical schools and medical centers  
 Spec/Health: Special Focus Institutions--Other health professions schools  
 Spec/Engg: Special Focus Institutions--Schools of engineering  
 Spec/Tech: Special Focus Institutions--Other technology-related schools  
 Spec/Bus: Special Focus Institutions--Schools of business and management  
 Spec/Arts: Special Focus Institutions--Schools of art, music, and design  
 Spec/Law: Special Focus Institutions--Schools of law  
 Spec/Other: Special Focus Institutions--Other special-focus institutions  
 Tribal: Tribal Colleges

For the 2013-14 academic year:

Full-time equivalent (FTE) undergraduate enrollment \_\_\_\_\_

Full-time equivalent (FTE) graduate enrollment \_\_\_\_\_

Full-time equivalent (FTE) faculty \_\_\_\_\_

### Carnegie Community Engagement Elective Classification

Has your campus been recognized with the Carnegie Community  
Engagement Elective Classification?    Yes                  No

If no: \_\_\_\_\_ Never applied \_\_\_\_\_ Applied not awarded \_\_\_\_\_ Pending  
notification of 2015 application

What year did you first receive initial classification?  
\_\_\_\_\_ 2006    \_\_\_\_\_ 2008    \_\_\_\_\_ 2010

Did you apply for reclassification for 2015? Yes No N/A

Those campuses that received the classification in 2010 can reapply in  
2020. Will your campus reapply for the 2020 classification?  
                Yes                  No                  N/A

What year did you first apply?  
\_\_\_\_\_ 2006    \_\_\_\_\_ 2008    \_\_\_\_\_ 2010    \_\_\_\_\_ 2015

## Student Community Engagement

How does the institution track student curricular and co-curricular community engagement?

\_\_\_ Do not track student participation in any formal way  
(If checked, then) What is your best estimate of the number (unduplicated) of students involved during 2013-14 in:  
Curricular community engagement \_\_\_\_\_  
Co-curricular community engagement \_\_\_\_\_  
Total number of students involved in community engagement \_\_\_\_

\_\_\_ Track only curricular engagement  
(If checked, then) How many students involved in 2013-14:

\_\_\_ Track only co-curricular engagement  
(If checked, then) How many students involved in 2013-14:

\_\_\_ Track both curricular and co-curricular engagement together  
(If checked, then) How many (unduplicated) students involved overall in 2013-14 \_\_\_\_\_

\_\_\_ Track both curricular and co-curricular engagement but separately  
(If checked, then) How many students during 2013-14 involved in  
Curricular \_\_\_\_\_  
Co-curricular \_\_\_\_\_

On average, how many hours per week did **each** student participate in co-curricular and curricular community engagement during 2013-14?

\_\_\_  
*Note: If the institution has tracked total hours served, divide those hours by total number of students serving, and then divide by number of weeks in academic year (usually 32).*

How many academic service-learning courses did the institution offer in

2013-14? \_\_\_\_\_

How many faculty taught an academic service-learning course in 2013-14? \_\_\_\_

In 2013-14, how many staff supported:

Student curricular community engagement \_\_\_\_\_

Student co-curricular community engagement \_\_\_\_\_

Does your campus address the following issue areas through community engagement?

**For each issue you address, indicate if you track campus activity, measure impacts and outcomes, do both, or do neither.**

- Access and retention in higher education
- Agriculture/nutrition
- Animal welfare
- College student preparation for career and society
- Civil rights/human rights
- College readiness in K to 12 education
- Conflict resolution
- Crime/criminal justice
- Disability issues
- Disaster preparedness
- Economic development
- Environment/sustainability issues
- Global citizenship
- Health care, general
- HIV/AIDS
- Housing/homelessness
- Hunger/food insecurity
- Immigrants/migrant worker rights
- International issues
- K-12 education
- Legal aid
- Mental health
- Mentoring
- Multiculturalism/diversity

Parenting/child  
Poverty  
Public arts/theater  
Reading/writing  
Senior/elder services  
Sexual assault  
Substance abuse  
Tax form preparation  
Technology  
Transportation  
Tutoring  
Voting  
Women's issues  
Other (please specify):

**For each issue you address, indicate if you track campus activity, measure impacts and outcomes, do both, or do neither.**

## Infrastructure

How does the institution foster or support curricular and/or co-curricular community engagement? Check all that apply.

- Designates a period of time (e.g., day of service, service week) to highlight student curricular and/or co-curricular community engagement
- Manages liability associated with service placements
- Provides/coordinates transportation to and from community sites
- Considers service formally in admissions process
- Considers service in awarding scholarships
- Defines and identifies academic service-learning courses
- Requires academic service-learning as part of core curriculum in at least one major
- Offers community service/civic engagement major and/or minor
- Offers courses on volunteerism
- Offers courses on activism/advocacy
- Designates academic service-learning courses in the course guide
- Records service on student transcripts
- Gives extra credit for co-curricular community engagement
- Requires service for graduation
- Gives awards to students for service
- Offers mini-grants to students for service-related initiatives
- Provides funding (e.g., scholarships, grants, fellowships, education awards) for curricular and/or co-curricular community engagement
- Hosts and/or funds public dialogues on current issues
- Provides physical space/communication mechanisms for peaceful student protest
- Provides space for student political organizations on campus
- Other (please specify):

How many office(s)/center(s) on campus coordinate curricular or co-curricular community engagement? \_\_\_\_\_

Since the last survey (2012), has this number:

- Increased
- Decreased
- Remained the same

Please provide information for **up to five** of the offices or centers on your campus that coordinate curricular or co-curricular community engagement.

**Office/Center 1**

What is the name of the office/center? \_\_\_\_\_

Number of full time staff supporting this office \_\_\_\_

Number of part time staff supporting this office \_\_\_\_

Number of students being paid (include graduate students and interns) to support this office \_\_\_\_

Total annual budget for this office/center (include salaries)

- \_\_\_\_ Less than \$20,000
- \_\_\_\_ \$20,000-\$49,999
- \_\_\_\_ \$50,000-\$99,999
- \_\_\_\_ \$100,000-\$249,999
- \_\_\_\_ \$250,000-\$499,999
- \_\_\_\_ \$500,000-\$999,999
- \_\_\_\_ \$1,000,000 plus

What is the primary purpose of this office?

- \_\_\_\_ Volunteering
- \_\_\_\_ Public service
- \_\_\_\_ Academic-service learning
- \_\_\_\_ Community-based research
- \_\_\_\_ Social entrepreneurship
- \_\_\_\_ Other: \_\_\_\_\_

What are the responsibilities of the office/center (check all that apply)

- \_\_\_\_ Community Service
- \_\_\_\_ Academic service-learning
- \_\_\_\_ Civic Engagement
- \_\_\_\_ Community Work Study
- \_\_\_\_ Internships
- \_\_\_\_ Student Leadership Development
- \_\_\_\_ Experiential Learning

- Community Partnership Development
- Federal Programming (i.e., America Reads, AmeriCorps)
- Other \_\_\_\_\_

To which department does the office/center report?

- Academic Affairs
- Student Affairs
- Both Academic and Student Affairs
- President's Office
- Office of Research
- Undergraduate Studies
- Other \_\_\_\_\_

Where is the center/office located?

- Whole office/center on campus
- Whole office/center off campus
- Office/center both on and off campus

Which best describes the leader of this office/center?

- Director
- Associate/Assistant Director
- Program Manager/Coordinator
- Administrative/Staff Assistant
- AmeriCorps\*VISTA Member

How many years has this leader been in this position?

\_\_\_\_\_

How many years has this leader worked for the institution?

\_\_\_\_\_

What is the leader's annual salary?

- |                 |                   |
|-----------------|-------------------|
| 0-\$10,000      | \$60,001-70,000   |
| \$10,001-20,000 | \$70,001-80,000   |
| \$20,001-30,000 | \$80,001-90,000   |
| \$30,001-40,000 | \$90,001-100,000  |
| \$40,001-50,000 | \$100,001-110,000 |
| \$50,001-60,000 | \$110,001-120,000 |

\$120,001-130,000	\$170,001-180,000
\$130,001-140,000	\$180,001-190,000
\$140,001-150,000	\$190,001-200,000
\$150,001-160,000	\$200,001 or higher
\$160,001-170,000	

What is the highest level of education completed by this leader?

- High school diploma/equivalent
- Associate's degree
- Bachelor's degree
- Master's degree
- Ph.D./equivalent
- Professional degree (i.e., JD, MD)

What percentage of this position is focused on supporting curricular or co-curricular community engagement? \_\_\_\_\_ (include number only, no percent sign)

Would you like to report another office that coordinates curricular or co-curricular engagement? Same questions available for up to five offices. If reporting more than one, you can duplicate pages 10, 11 and 12 to gather the appropriate information.

Is there an institution-wide standing committee that is responsible for overseeing or coordinating community engagement? YES NO

Indicate who serves on the institution-wide committee:

- Administrator
- Faculty
- Staff
- Students
- Community partner
- Other \_\_\_\_\_

## Faculty Roles and Rewards

Does the institution reward community-based research, community engagement and/or academic service-learning in faculty review, tenure and/or promotion?

Yes                      No

In what ways does the institution support faculty involvement in community engagement and teaching academic service-learning courses? Check all that apply.

- Gives awards for faculty
- Provides faculty development workshops/fellowships
- Provides service-learning and community orientation during faculty orientation
- Provides faculty with grants to support curriculum redesign
- Provides curriculum models and sample syllabi
- Provides materials to assist faculty in reflection and assessment
- Allows sabbaticals for service-learning research, scholarship and program development
- Encourages and supports faculty financially to attend and present at service-learning conferences
- Other (please specify): \_\_\_\_\_

Is there a faculty governance committee with responsibilities for community engagement?                      Yes                      No

Do search and recruitment policies encourage the hiring of faculty with expertise in and commitment to community engagement?                      Yes      No

## Alumni

How does the institution engage alumni in community service or civic engagement activities? Check all that apply.

- Communicates service opportunities to alumni
- Coordinates day of service or service weekend activities for alumni
- Gives awards to alumni for service
- Recognizes alumni for service in publications
- Cultivates alumni donors to support service activities
- Invites alumni to serve as speakers or mentors to current students
- Not applicable

How many 2012, 2013 and 2014 graduates have entered public service careers (e.g., government, non-profit, international, education)? \_\_\_\_\_

How many 2012, 2013 and 2014 graduates have entered the following national service programs? Please enter whole numbers.

- AmeriCorps \_\_\_\_\_
- AmeriCorps VISTA \_\_\_\_\_
- AmeriCorps NCCC \_\_\_\_\_
- Peace Corps \_\_\_\_\_
- Senior Corps \_\_\_\_\_
- Teach for America \_\_\_\_\_
- Other programs not listed (include name of program and number):  
\_\_\_\_\_

Which programs does the campus offer to alumni entering public service careers? Check all that apply.

- Informational program on public service careers
- Network of alumni in public service careers
- Student loan deferment
- Student loan forgiveness
- Not applicable

## **Institutional Support/Culture**

Are curricular and co-curricular community engagement included in the strategic plans of the institution?      Yes      No

Does the institution have a mission or purpose statement that drives policies supporting curricular and co-curricular community engagement?

Yes      No

Which of the following student outcomes are addressed in the institution's strategic plans? Check all that apply.

- Student leadership development
- Student civic learning
- Education for global citizenship
- Student civic engagement
- Service to the community (local, national, global)
- Advocates of social issues
- Careers for the public good

Which essential learning outcomes can be found in the institution's strategic plans? Check all that apply.

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving
- Civic knowledge and engagement - local
- Civic knowledge and engagement - global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Integrative learning

In what ways do students have a presence and voice in decision-making matters on campus? Check all that apply. Students:

- Sit on academic committees
- Sit on budgetary committees
- Sit on hiring committees
- Serve on the Board of Trustees
- Have formal opportunities to discuss concerns with administrators (e.g., public forums, publicly known office hours)
- Student government has autonomous control of fund/activity fees
- Other (please specify): \_\_\_\_\_

In what ways do community members have a presence and voice in decision-making matters on campus? Check all that apply. Community members:

- Sit on academic committees
- Sit on budgetary committees
- Sit on hiring committees
- Participate on an institution-wide community advisory board
- Participate on a unit-specific community advisory board
- Serve on the Board of Trustees
- Have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours)
- Other (please specify): \_\_\_\_\_

## Community-Campus Partnerships

In which ways are community partners involved in student learning and engagement activities? Check all that apply.

- Act as uncompensated co-instructors
- Act as compensated co-instructors
- Assist in creating syllabi and/or designing courses
- Come into classes as speakers
- Provide reflection on site in community setting
- Provide feedback on the development/maintenance of community service/volunteering/community engagement programs
- Participate in the design and delivery of community-based courses
- Serve on campus committees that determine learning goals and/or engagement activities

With what types of organizations does the institution have mutually beneficial community partnerships? Check all that apply.

- Faith-based organizations
- For-profit business(es)
- Government
- K-12 school(s)
- Non-profit/community-based organization(s)
- Other higher education institution(s)
- International community or organization
- Other (please specify): \_\_\_\_\_

## Assessment

Does the institution, or do units within the institution (departments or schools), have mechanisms to record community engagement?

- The institution records community engagement
- Units within the institution record community engagement
- Both the institution and units record community engagement
- Neither the institution nor the units record community engagement

(If yes) Describe the mechanisms your institution or unit utilizes to record community engagement \_\_\_\_\_

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Does the institution, or do units within the institution, have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

- The institution has mechanisms to assess community perceptions
- Units within the institution have mechanisms to assess community perceptions
- Both the institution and units have mechanisms to assess community perceptions
- Neither the institution nor the units have mechanisms to assess community perceptions

(If yes) Describe the mechanisms your institution or unit utilizes to assess community perceptions. \_\_\_\_\_

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Does the institution, or do units within the institution, have mechanisms for systematic assessment of the impact of community engagement on the community?

- The institution has mechanisms to assess community impact

- Units within the institution have mechanisms to assess community impact
- Both the institution and units have mechanisms to assess community impact
- Neither the institution nor the units have mechanisms to assess community impact

(If yes) Describe the mechanisms your institution or unit utilizes to assess community impact. \_\_\_\_\_

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Does the institution, or do units within the institution, have mechanisms for systematic assessment of the impact of community engagement on student learning?

- The institution has mechanisms to assess the impact on student learning
- Units within the institution have mechanisms to assess the impact on student learning
- Both the institution and units have mechanisms to assess the impact on student learning
- Neither the institution nor the units have mechanisms to assess the impact on student learning

(If yes) Describe the mechanisms your institution or unit utilizes to assess impact of community engagement on student learning.

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Has the institution defined the characteristics of high quality partnerships?

- Yes                      No

(IF YES) Is there a process in place for determining that partnerships are of high quality?

- Yes                      No

## Culture/Institutional Support

In what ways does the institution support faculty and staff in participating in community engagement activities? Check all that apply.

- Host campus days of service that include staff and faculty
- On site service opportunities (e.g., blood drives, food drives)
- Opportunities to serve with students on service projects
- Opportunities to serve with students as advisors to extracurricular service groups
- Paid time off to participate in service activities
- Public recognition of service
- Encouragement to serve on community boards
- Other (please specify): \_\_\_\_\_

Describe the president or chancellor's involvement in community engagement activities. Check all that apply.

- Attends service/community engagement conferences
- Hosts service/community engagement conferences
- Participates in campus service/community engagement activities
- Provides fiscal support for community-based work
- Solicits foundation or other support
- Publicly promotes service/community engagement
- Writes publicly on service/community engagement (e.g., op-eds, campus publications, national newspapers)
- Speaks to alumni and trustees on service/community engagement
- Teaches a service-learning course
- Serves on community boards
- Meets regularly with community partners/representatives
- Other (please specify) \_\_\_\_\_

In what ways are students involved in leading curricular and co-curricular community engagement? Check all that apply.

- Students assist in staffing the offices associated with curricular and/or co-curricular engagement
- Students play a lead role in setting the direction of the offices associated with curricular and/or co-curricular engagement
- Students recruit their peers

- Students recruit faculty
- Students act as liaisons to community sites
- Students act as service-learning course assistants
- Students act as guest speakers in service-learning courses
- Students act as service-learning co-instructors
- Students help to design academic service-learning courses and create syllabi
- Students assist with reflection activities
- Students serve on campus service, community engagement and/or service-learning committees.
- Other (please specify): \_\_\_\_\_

Which of the following curricular or co-curricular community engagement programs does your institution offer? Check all that apply.

- Alternative service breaks
- Alumni service projects
- Capstone service courses
- Discipline-based service-learning courses
- Fraternities/Sororities
- Freshman year orientation to service
- First-year experience service opportunities
- Learning communities concerning service and engagement
- Graduate school service
- Government internships
- International service opportunities
- Inter-campus service programs
- Nonprofit internships/practicum
- One-day service projects
- Residence hall-based service
- Service clubs
- Summer service programs

What percentage of federal work student funds are dedicated to community service positions? \_\_\_\_\_

*Note: Financial Aid offices typically track this information.*

Does your institution match the Segal AmeriCorps Education Award for students? Yes      No

*Note: Admissions or Financial Aid offices typically gather this information.*

## **Campus Compact Membership**

Please rate your level of satisfaction with your institution's membership in Campus Compact?

- \_\_\_ Very satisfied
- \_\_\_ Somewhat satisfied
- \_\_\_ Neither satisfied nor dissatisfied
- \_\_\_ Somewhat dissatisfied
- \_\_\_ Very dissatisfied

Please rate your level of satisfaction with your institution's membership in your state Campus Compact?

- \_\_\_ Very satisfied
- \_\_\_ Somewhat satisfied
- \_\_\_ Neither satisfied nor dissatisfied
- \_\_\_ Somewhat dissatisfied
- \_\_\_ Very dissatisfied
- \_\_\_ We do not have a state office

Please indicate how valuable the following state and national Campus Compact programs and services are to your institution.

- National Member Survey
- State/Regional Programs
  - AmeriCorps
  - AmeriCorps\*VISTA
  - Other
- National Publications
  - Books
  - White papers
- State/Regional Publications
- State/Regional resources
- State/Regional Campus Compact conferences
  - Eastern Region Campus Compact Conference
  - Western Region Continuums of Service Conference
  - Upper Midwest Consortium Conference
  - Heartland Conference
  - Your state/regional affiliate's conference

- Other
- Sub-grants
  - National
  - State/region
- Training and workshops
  - National
    - Diving In: Campus Compact's Institute for New Civic and Community Engagement Professionals
    - Diving Deep: Campus Compact's Institute for Experienced Civic and Community Engagement Practitioners
    - Webinars
  - State/region
    - Trainings
    - Workshops
    - Webinars
- Campus Compact website
  - Model program information
  - Service-learning syllabi
  - Information about grant opportunities
- State/Regional Compact website
- Communications
  - Compact e-newsletter
  - State/Regional Compact communications
  - National social media
  - National profiles of members *Note: Sharing your best practices at national level.*
  - State profiles of members *Note: Sharing your best practices at state level.*
- National Awards
  - Newman Civic Fellows Award
  - Thomas Ehrlich Civically Engaged Faculty Award
- State/Regional Awards
- National professional/leadership development
  - For presidents
  - For faculty
  - For staff
  - For students
- State/Regional professional/leadership development
  - For presidents

For faculty  
For staff  
For students  
Opportunity to network  
At the national level  
At the state/regional level

Please describe any other services and resources provided by Campus Compact (state or national) that those at your institution find valuable.

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## Annual survey information

Which campus offices provided information for this report?

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Please share which question was most difficult to answer, and why.

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How will your institution use the information gathered for this survey? Check all that apply.

- Share with relevant contacts on campus
- Share with the president or chancellor
- Share with institutional governing board
- Share with relevant contacts in the community
- Share with current and/or prospective donors
- Share with prospective students
- Share with alumni
- Use to complete the application for the elective Carnegie Community Engagement Classification
- Use to complete the application for the President's Higher Education Community Service Honor Roll
- Use to inform strategic planning for the institution
- Use to inform strategic planning for the community engagement office
- Use to inform accreditation

Please enter an email address at which you would like to be notified of your survey responses and reports.

Please indicate if you are affiliated with one of the Campus Compact state/regional offices. (those with \* have additional questions for their members)

- California
- Connecticut
- Florida\*
- Hawaii Pacific Islands
- Illinois
- Indiana

- Iowa
  - Kansas
  - Kentucky\*
  - Maine\*
  - Maryland-DC\*
  - Massachusetts\*
  - Michigan
  - Minnesota
  - Missouri\*
  - Montana
  - Mountain West
  - Nebraska
  - New Hampshire
  - New Jersey
  - New York
  - North Carolina
  - Ohio
  - Oklahoma
  - Oregon\*
  - Pennsylvania\*
  - Rhode Island
  - South Carolina
  - Tennessee
  - Utah
  - Vermont
  - Washington
  - West Virginia\*
  - Wisconsin
  - None
-