



**Community Engaged Scholars (CES)  
Faculty Roundtable Series  
2014**

Objectives

1. Faculty will develop greater clarity of the evolution of work as engaged scholarship
2. Faculty will get connected to a statewide network of community engaged scholars
3. New Jersey Campus Compact will develop a database of community engaged scholars with the view of building legitimacy and understanding of these community issue-oriented forms of scholarly artifacts

Agenda:

- Introduction (10 minutes)
- Presentation by Profs about the evolution and scholarly artifacts of their work, and how the scholarship reflects a more broad, yet legitimate, set of criteria (20 minutes)
- Small table discussions on: (30 minutes)
  - Co-creation of ongoing objectives between faculty and community members involved in the scholarship
  - Significant contribution to one or more academic discipline as well as community issue(s)
- Large group discussion of issues (10 minutes)
- Small table discussions on: (35 minutes)
  - Dissemination of new knowledge to appropriate audiences and in appropriate format
  - Ongoing assessment of CES by faculty AND community members involved
- Large group discussion of issues (10 minutes)
- Building the movement in New Jersey (20 minutes)

**BRIEF TIMELINE ON THE EMERGENCE OF  
COMMUNITY ENGAGED SCHOLARSHIP (CES)**

1990 – Ernest Boyer: *Scholarship Reconsidered*.

Encouraged campuses to transform their reward systems to align mission and evaluation in order to acknowledge multiple forms of scholarship, including discovery, teaching, integration, and application of knowledge. In subsequent work, “application” was changed to “engagement” to consider the reciprocal nature of relationships and knowledge flow.

1997 - Glassick, Huber, and Maeroff. *Scholarship Assessed*.

Provided actual criteria for assessing excellence in the four forms of scholarship. These criteria include clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.

1990’s – today

Journals and organizations abound:

*Journal of Higher Education Outreach and Engagement*

*Michigan Journal of Community Service Learning*

*Campus Compact / CCPH / Imagining America / IARSLCE*

1997 – today

Hundreds of campuses adopted the Boyer framework and incorporated it into their promotion and tenure and related reward systems and evaluation policies

2009 - Saltmarsh, Hartley & Clayton. *The Democratic Engagement Whitepaper*. NERCHE

**Reciprocity in Community Engagement & Community Engaged  
Scholarship: Paradigm Shift**

<b>Technocratic Engagement</b>	<b>Democratic Engagement</b>
Mutuality	Reciprocity
Deficit-based	Asset-based
<i>For</i> the public	<i>With</i> the public
Applied	Inclusive, collaborative, problem-oriented
Uni-directional flow of knowledge	Multi-directional flow of knowledge
Positivist/scientific/technocratic	Relational, localized, contextual
Distinction between knowledge producers and knowledge consumers	Co-creation of knowledge
Primacy of academic knowledge	Shared authority for knowledge creation
University as the center of public problem-solving	University as a part of an ecosystem of knowledge production addressing public problem-solving
Knowledge generation and dissemination through community involvement	Community change that results from the co-creation of knowledge

*From Saltmarsh, Hartley, & Clayton. (2009). The Democratic Engagement White Paper. Boston, MA: New England Resource Center for Higher Education.*

TIMELINE FOR CES continued...

2011 - O'Meara (Ch.8). In Saltmarsh and Hartley . *To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education*. Temple University Press

*Assumptions about Approaches to the Pursuit of Knowledge*

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*Post-WWII Academic Professional*

*Engaged American Scholar*

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The pursuit of knowledge is best organized according to disciplines and departments (Rice 1996).

The pursuit of knowledge is best organized according to problems, understood in local context.

Scholarship is completed apart from practitioners, and often for them (O'Meara 2002).

Scholarship is completed with those who will use it, in collaborative knowledge construction. (O'Meara 2002).

The methods used to create knowledge should be as scientific, reliable, objective, and devoid of error and bias as possible.

The process used to make knowledge should be as transformative, democratic, and inclusive as possible; engaged scholars are attentive to their own locations in higher education institutions, and the social capital and resources therein, and have a heightened sensitivity to cultural literacy and relevancy (O'Meara 2008a).

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*Assumptions about How to Judge the Quality of One's Work and about Rigor*

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*Post-WWII Academic Professional*

*Engaged American Scholar*

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Reputations are established through national and international professional associations (Rice 1996).

Reputations are established through relationships and through creation of knowledge with consequence.

Quality in the profession is maintained by peer review and professional autonomy (Rice 1996).

Quality is maintained by peer review by academic and nonacademic peers and is also found in impact.

Writing is scholarly because of where it is, not what it is (O'Meara 2002).

Scholarship is a process as well as a product, one best informed by expertise as well as local context. It has many potential products and outcomes that are disseminated and shared widely.

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OTHER indicators of progress in the field:

**CES4HEALTH.info** - <http://ces4health.info/reviewer/peer-review-process.aspx>

Free online mechanism for peer-reviewing, publishing and disseminating products of health-related community engaged scholarship that are in forms other than journal articles

## DEFINITIONS OF COMMUNITY ENGAGED SCHOLARSHIP

Below are five definitions of community engaged scholarship. The first is the definition put forward by Connecticut Campus Compact. The second is by the National Review Board for the Scholarship of Engagement, followed by three examples found in faculty handbooks.

### **Connecticut Campus Compact**

Community engaged scholarship can be found in teaching, research and/or service. It is academically relevant work that simultaneously addresses disciplinary concerns and fulfills campus and community objectives. It involves sharing authority with community partners in the development of goals and approaches, as well the conduct of work and its dissemination. It should involve critical review by discipline-specific peers, community partners and the public. (*Engaged Scholarship Advisory Committee, 2012*)

### **National Review Board for the Scholarship of Engagement**

*Engaged scholarship: A term that captures scholarship in the multiple aspects of teaching, research and/or service. This type of scholarship engages faculty in academically relevant work that simultaneously fulfills the campus mission and goals as well as community needs. It is a scholarly agenda that integrates community issues.*

( [http://schoe.coe.uga.edu/evaluation/evaluation\\_criteria.html](http://schoe.coe.uga.edu/evaluation/evaluation_criteria.html) )

### **University of Memphis**

*Engaged scholarship now subsumes the scholarship of application. It adds to existing knowledge in the process of applying intellectual expertise to collaborative problem-solving with urban, regional, state, national and/or global communities and results in a written work shared with others in the discipline or field of study. Engaged scholarship conceptualizes "community groups" as all those outside of academe and requires shared authority at all stages of the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the research, developing the final product(s), to participating in peer evaluation.*

( [http://www.memphis.edu/facres/pdfs/faculty\\_handbook\\_2007.pdf](http://www.memphis.edu/facres/pdfs/faculty_handbook_2007.pdf) )

### **Portland State University**

*"Engaged scholarship emerges from learning and discovery in collaboration with communities. It engages faculty in academically relevant work that simultaneously meets campus mission and community needs: a scholarly agenda that integrates communities' assets and interests. Engaged scholarship generates, transmits, integrates and applies knowledge through collaborations designed to contribute to the public good."*

( <http://pdx.edu/oaa/engagement> )

### **Syracuse University**

*"Publicly engaged scholarship may involve partnerships of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, creative activity, and public knowledge; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address and help solve critical social problems; and contribute to the public good."*

( [http://www.syr.edu/academics/office\\_of\\_academic\\_admin/faculty/manual/tenure.html#233](http://www.syr.edu/academics/office_of_academic_admin/faculty/manual/tenure.html#233) )

## EVALUATION CRITERIA FOR COMMUNITY ENGAGED SCHOLARSHIP

### **Glassick, Taylor and Maeroff's *Scholarship Assessed***

- *Clear Goals:* Does the scholar state the basic purpose of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?
- *Adequate Preparation:* Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?
- *Appropriate Methods:* Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?
- *Significant Results:* Does the scholar achieve the goals? Does the scholar's work add consequentially to the field? Does the scholar's work open additional areas for further exploration?
- *Effective Presentation:* Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating the work to its intended audiences? Does the scholar present his or her message with clarity and integrity?
- *Reflective Critique:* Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

### **Morgridge College of Education, University of Denver**

*Promotion and Tenure Policy (May 18, 2009)*

[depts.washington.edu/ccph/.../APT\\_policy\\_Final\\_May\\_18\\_2009.pdf](https://depts.washington.edu/ccph/.../APT_policy_Final_May_18_2009.pdf)

Three of the four areas for evaluation, Teaching, and Student Advising and Mentoring; Scholarship and Creative Activities; and Professional Outreach and Service, will normally be judged by six criteria, though not to the exclusion of other evidence that may be appropriate in particular cases. These six criteria include clear goals; evidence of the context of disciplinary expertise, theory, literature, and best practices; appropriate methods; significant results; effective communication and dissemination; and reflective critique. Each of these criteria contains guiding questions to assist the candidate in preparation of review documents...These criteria embrace the college's recognition of Ernest Boyer's and other authors' broad view of scholarship, a view that acknowledges the value of many types of contributions including discovery, application, integration, teaching, and engagement. The college's recognition includes the understanding that community involvement can change the nature of faculty work, enhance student learning, better fulfill campus mission, influence strategic planning and assessment, improve university-community relations, and enrich the public good.

#### Clear Goals

How does the candidate's work contribute to the department, college, and university mission, as well as the public good?

How does the candidate's work identify and address significant questions arising from disciplinary, interdisciplinary and/or community questions?

How have the candidate's objectives been formulated, refined, and achieved?

### The Context of Disciplinary Expertise, Theory, Literature, and Best Practices

How does the candidate show an understanding of relevant existing scholarship?

What skills and contributions does the candidate bring to the work?

Is the work intellectually compelling to the discipline, professional practice, interdisciplinary knowledge, and/or other communities of practice?

### Appropriate Methods

What is the candidate's rationale for selection of methods in relation to context and issue?

How does the candidate use methods appropriate to the goals, questions and context of the work?

How does the candidate effectively apply the methods selected?

Does the candidate modify procedures appropriately in response to changing circumstances?

### Significant Results

How does the candidate's work add consequentially to the discipline (as evidenced, in part, by blind, peer-reviewed publications), areas of practice, and to the community?

How are these outcomes evaluated and by whom?

Does the candidate's work open additional areas for further exploration and collaboration?

Does the candidate's work make a contribution consistent with the purpose and target of the work over a period of time?

### Effective Communication /Dissemination

Does the candidate communicate and disseminate effectively to appropriate academic audiences, practice areas, community partners, and public audiences/forums consistent with the mission of the institution?

### Reflective Critique

How does the candidate critically evaluate and refine the work?

What sources of evidence inform the critique?

In what ways have the discipline, practice areas, and community partners' perspectives informed the critique?

(ALSO): **Morgridge College of Education, University of Denver**

*Promotion and Tenure Policy (May 18, 2009)*

*depts.washington.edu/ccph/.../APT\_policy\_Final\_May\_18\_2009.pdf*

### Scholarship and Creative Activities

Internal evaluation of the quality and impact of the candidate's scholarship by the Appointments, Promotion and Tenure Committee is supplemented by letters and critical reviews from nationally recognized experts in the candidate's discipline, and, when appropriate, nationally recognized leaders in the field of the institutionalization of community engagement, service-learning, professional outreach and service. When appropriate, candidates may select reviewers from settings outside the academy. These Community Peer Reviewers may include educators, psychologists, and librarians working in public policy and other applied settings; key community partners who are not academics by training, but who are experienced consumers of applied research and use academic scholarship.

### Community Peer Review

Community Peer Review is appropriate to assess:

- The effectiveness of collaborative research methods
- The impact of applied research on publics

- The overall professional outreach and service to the community or organization
- NOTE: Such review should be used as part of the overall review of candidates' work and in conjunction with traditional criteria and reviewers.

**Missouri State University**  
**Department of Sociology, Anthropology, and Criminology**

*Reappointment, Tenure, and Promotion Criteria and Guidelines*  
*Section on Public/Engaged Scholarship, p. 41*

Engaged or applied scholarship includes translational work (the communication of existing research in one's discipline to publics outside the field), and the collaborative production of knowledge (cooperative work with publics in developing and distributing new knowledge).

**Portland State University**

<http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf>

Faculty and departments should evaluate a faculty member's community outreach accomplishments creatively and thoughtfully. Contributions to knowledge developed through community outreach should be judged using the criteria for quality and significance of scholarship. It is strongly recommended that the evaluation consider the following indicators of quality and significance:

- Publication in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach
- Honors, awards, and other forms of special recognition received for community outreach
- Adoption of the faculty member's models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems
- Substantial contributions to public policy or influence upon professional practice
- Models that enrich the artistic and cultural life of the community
- Evaluative statements from clients and peers regarding the quality and significance of documents or performances produced by the faculty member.

(ALSO): **Portland State University**

<http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf>

Teaching scholars also can make a significant scholarly contribution by communicating pedagogical innovations and curricular developments to peers who adopt these approaches.

**EXAMPLES OF COMMUNITY ENGAGED SCHOLARSHIP EXPRESSED  
IN EACH OF THE AREAS OF SERVICE, TEACHING AND RESEARCH**

**SERVICE**

**Portland State University**

<http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf>

- Use state-of-the-art knowledge to facilitate change in organizations or institutions
- Use disciplinary or interdisciplinary expertise to help groups/organizations in conceptualizing and solving problems
- Contribute to the evaluation of existing practices or programs
- Make substantive contributions to public policy

**Northern Kentucky University**

[www.nku.edu/~senate/docs/faculty\\_handbook.pdf](http://www.nku.edu/~senate/docs/faculty_handbook.pdf)

- Providing service to a local, regional, or global community or governmental agency, such as the P-12 community, non-profit agencies, economic development forces
- Providing public writing services, including grant proposals and grant awards for an organization or community

**TEACHING**

**Portland State University**

<http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf>

Teaching scholars also can make a significant scholarly contribution by communicating pedagogical innovations and curricular developments to peers who adopt these approaches.

**Northern Kentucky University**

[www.nku.edu/~senate/docs/faculty\\_handbook.pdf](http://www.nku.edu/~senate/docs/faculty_handbook.pdf)

*IV. EVALUATION: For Reappointment, Promotion, Tenure and Performance Review*

Scholarship of Teaching, including applied research regarding various pedagogies, student learning, and assessment practices;  
development and dissemination of materials for use in teaching beyond one's own classroom.

**The University of North Carolina at Greensboro  
School of Health and Human Services**

<https://www.uncg.edu/hhs/hhs-promotion-and-tenure-policies-guidelines.pdf>

p.4 - The tangible scholarly products of such (SoTL) efforts will often take the form of textbooks, manuals, software, web-based instruction, and other course materials, peer-reviewed articles on pedagogy or curriculum design, and reports based on program grants and contracts devoted to developing and disseminating innovative materials about teaching.



## **RESEARCH**

### **Northern Kentucky University**

[www.nku.edu/~senate/docs/faculty\\_handbook.pdf](http://www.nku.edu/~senate/docs/faculty_handbook.pdf)

*IV. EVALUATION: For Reappointment, Promotion, Tenure and Performance Review*

Scholarship of Engagement, including community-based research, technical assistance, demonstration projects, impact assessment, and policy analysis; scholarly work relating to the study or promotion of public engagement.

### Portland State University

<http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf>

Application involves asking how state-of-the-art knowledge can be responsibly applied to significant problems.

Application primarily concerns assessing the efficacy of knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes.

### **The University of North Carolina at Greensboro School of Health and Human Services**

<https://www.uncg.edu/hhs/hhs-promotion-and-tenure-policies-guidelines.pdf>

p.4 - Scholarship of Application” may take such forms as technical reports or monographs; art and design commissions, including social media products; authoring publications for and with practitioners; authoring reports for new program development; authoring articles in the appropriate popular or regional press and professional online publications; producing evaluative, curatorial, or community education projects

### **The University of North Carolina Department of Family Medicine**

p.5 - Recent examples of the scholarship of application include(s)... interventions to reduce barriers to care among Hispanics and a COPC based intervention to reduce the racial disparity in adverse outcomes in diabetes.

**FIRST, CONSIDER INDICATORS OF DEMOCRATIC COMMUNITY ENGAGEMENT FROM PREVIOUS PAGES**



**NEXT, REFLECT UPON YOUR SCHOLARSHIP PLANS IN RELATION TO 4 INDICATORS OF COMMUNITY ENGAGED SCHOLARSHIP (CES)**

<b>1</b> <b>Co-creation of ongoing objectives between faculty and community members involved in the scholarship</b>	
<b>AREAS OF CHALLENGE FOR A DEMOCRATICALLY ORIENTED CES</b>	<b>AREAS OF PROMISE FOR A DEMOCRATICALLY ORIENTED CES</b>

**Significant contribution to one or more academic discipline  
as well as community issue(s)**

**AREAS OF CHALLENGE FOR A DEMOCRATICALLY  
ORIENTED CES**

**AREAS OF PROMISE FOR A DEMOCRATICALLY  
ORIENTED CES**

**Dissemination of new co-created knowledge to appropriate audiences  
and in appropriate format**

**AREAS OF CHALLENGE FOR A DEMOCRATICALLY  
ORIENTED CES**

**AREAS OF PROMISE FOR A DEMOCRATICALLY  
ORIENTED CES**

Ongoing assessment/review of CES by faculty AND community members involved

AREAS OF CHALLENGE FOR A DEMOCRATICALLY ORIENTED CES

AREAS OF PROMISE FOR A DEMOCRATICALLY ORIENTED CES

## BUILDING THE MOVEMENT IN NEW JERSEY AND OUR NEIGHBORING STATES

### 1. NJCC Virtual HUB: for civically engaged professionals and faculty (Groupspaces.com)

**NJCC VIRTUAL HUB**

Home Events Discussion Members Files

**About this group**

To request membership, please visit: <http://groupspaces.com/NJCampusCompact/join> or click "Join Group" button to the right. This website was created for civically engaged professionals and faculty. We will share resources through this forum and encourage everyone to start and take part in conversations. Please send us Events you would like to have shared with this group and we will post them on your behalf.

Contact Name: Saul Petersen  
 E-mail: NJCC [at] stockton.edu  
[Contact the manager of this GroupSpaces group](#)  
 Tel: 609-626-3645  
 Category: Other

**Join Group**  
[Sign In](#)

**Events**

March 2014 << >>

Mon	Tue	Wed	Thu	Fri	Sat	Sun
24	25	26	27	28	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

**News & Announcements**

This group has no current announcements

NJCC VIRTUAL HUB  
 Powered by GroupSpaces · Terms · Privacy Policy · Cookie Use · Create Your Own Group  
 powered by

In the "Files" dropdown menu is a section on Community Engaged Scholarship:

Files Edit folders File sharing settings

Files not in folders  
 All files  
 E-mail attachments  
 Community Partnerships  
 Engaged Scholarship  
 Engagement Professionals  
 Create folder

**Engaged Scholarship**

Upload File

With selected: Delete Move to: -- New Folder --

Filename	Uploaded by	Size	Date	Access
<input type="checkbox"/> THOMAS EHRlich AWARD.docx <a href="#">Download</a> · <a href="#">Edit</a>	Saul Petersen	19.89Kb	Mar 25th, 2014	★
<input type="checkbox"/> 3.26.14 CES per person handout.pdf <a href="#">View</a> · <a href="#">Download</a> · <a href="#">Edit</a>	Saul Petersen	460.62Kb	Mar 25th, 2014	★
<input type="checkbox"/> UNCG_hhs-promotion-and-tenure-policies-guidelines.pdf <a href="#">View</a> · <a href="#">Download</a> · <a href="#">Edit</a>	Saul Petersen	741Kb	Mar 21st, 2014	★
<input type="checkbox"/> Saltmarsh.Hartley_Greater Purpose.pdf <a href="#">View</a> · <a href="#">Download</a> · <a href="#">Edit</a>	Saul Petersen	245.25Kb	Mar 21st, 2014	★
<input type="checkbox"/> ESAC-Framework-Community-Engaged-Scholarship_WEB.pdf <a href="#">View</a> · <a href="#">Download</a> · <a href="#">Edit</a>	Saul Petersen	1.7Mb	Mar 21st, 2014	★
<input type="checkbox"/> ERCC_PolicyExamples - Documentation-Evidence.pdf <a href="#">View</a> · <a href="#">Download</a> · <a href="#">Edit</a>	Saul Petersen	190.98Kb	Mar 21st, 2014	★
<input type="checkbox"/> ERCC_PolicyExamples - Criteria.pdf <a href="#">View</a> · <a href="#">Download</a> · <a href="#">Edit</a>	Saul Petersen	121.3Kb	Mar 21st, 2014	★
<input type="checkbox"/> ERCC_policy examples - valuing defining describing.pdf <a href="#">View</a> · <a href="#">Download</a> · <a href="#">Edit</a>	Saul Petersen	1009.67Kb	Mar 21st, 2014	★
<input type="checkbox"/> ERCC_Policy examples - peer review.pdf <a href="#">View</a> · <a href="#">Download</a> · <a href="#">Edit</a>	Saul Petersen	775.66Kb	Mar 21st, 2014	★

## 2. Ambassadors of Engagement Project

The *Ambassadors of Engagement Project* is a regional venture designed to showcase high quality, impactful, engaged scholarship on a searchable public database.

This project is a response to the wave of requests from the higher ed community across the nation to uncover the rapidly expanding number of faculty identifying themselves as engaged scholars and, importantly, to highlight the artifacts of their work – how they are contributing to a broader definition of 21<sup>st</sup> century knowledge-making in one or more disciplines and how their scholarship exemplifies partnership at ALL levels of its evolution.

The important niche we aim to fill is to locate the work of engaged scholars on a free, public, searchable database. This will encourage a more fluid ability for faculty to collaborate, for campuses to learn from one another, and for faculty to strengthen their hand when seeking a new position, a promotion, or tenure.

An existing tool in the Health fields of scholarship can be found at <http://ces4health.info/>

## 3. Thomas Ehrlich Award

See [www.compact.org](http://www.compact.org) for links to apply. **PLEASE NOTE: Closing date 4/1/14**

The Thomas Ehrlich Civically Engaged Faculty Award recognizes one senior faculty member (post-tenure or middle-to-late career at institutions without tenure) each year. Honorees (who must be affiliated with a Campus Compact member institution) are recognized for exemplary engaged scholarship, including leadership in advancing students' civic learning, conducting community-based research, fostering reciprocal community partnerships, building institutional commitments to service-learning and civic engagement, and other means of enhancing higher education's contributions to the public good.

Applicants must be affiliated with a Campus Compact member institution. They must also be a senior faculty member (post-tenure or middle-to-late career at institutions without tenure) appointment.

### Selection Criteria

- Evidence of deeply engaged, high-quality academic work: demonstrated integration of civic and community engagement in one's teaching, research, and/or service as appropriate to one's context and roles (this might include, but is not limited to, teaching undergraduate or graduate service-learning courses, conducting community-based participatory research, developing departmental or institutional engagement programs and curricula, and/or studying the impact of public engagement).
- Evidence of community collaboration and change: demonstrated commitment and capacity to develop and sustain reciprocal community partnerships and to contribute to positive change on issues of public concern (examples include ongoing work with community members to design, implement, and improve engagement initiatives, recognition of partners as co-educators,

evaluation results that show benefits for communities as well as students, support for multifaceted partnerships focused on particular public issues, and research-based collaborations).

- Evidence of institutional impact: demonstrated leadership in developing cultures, programs, and/or policies that promote meaningful engagement on one's campus, within higher education, or in one's discipline (through, for example, efforts aimed at redesigning curriculum, enhancing faculty development, recognizing engagement in faculty hiring, tenure, and promotion, or fostering common vision and collaboration across units or institutions).

## **Application Requirements**

**Important note:** Only electronic nominations and supporting documents will be accepted. No items will be accepted via fax or mail so that supporting documents can be reviewed by the entire national review committee. These documents can be uploaded as a plain Word Document (.doc), Rich Text Format (.rtf), or as a PDF (Portable Document Format).

***All application materials are due by Midnight (EST) Tuesday, April 1, 2014***

### **How to Submit a Nomination**

**Step 1** Complete the electronic [Nomination Form](#).

**Step 2** Complete the online application by uploading:

1. A letter of nomination from a colleague or self (*limit 3 pages*)
2. A curriculum vita of the nominee (*limit 8 pages*)
3. A letter of support from a community partner (*limit 3 pages*)
4. A service-learning course syllabus from the nominee
5. An essay from the nominee (not to exceed 5 pages) that addresses the **three** selection criteria below:
  - \* Evidence of deeply engaged, high-quality academic work
  - \* Evidence of community collaboration and change
  - \* Evidence of institutional impact

Applicants must be willing to provide a headshot photograph if selected, and consent to having their photo and syllabus posted on the Campus Compact website.

Campus Compact will publish the winner's submitted syllabus here at [www.compact.org](http://www.compact.org) to showcase the work as a fine example of integrating civic engagement and higher education.