



Maryland-DC | **Campus Compact**



2015 AWARDS NOMINATION FORMS

The Maryland-DC Campus Compact annually recognizes excellence in leadership and demonstration of best practices in service-learning, civic and community engagement.

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SUMMARY OF AWARDS

The Alan G. Penczek Service-Learning Faculty Award (page 4): Recognizes and honors one faculty member in each of the three higher education sectors (public universities, community colleges, independent colleges and universities) for excellence in the integration of service-learning into the curriculum and impact to students and the community. Applicants/nominees will be judged according to criteria expressed in the Michigan Journal of Community Service Learning (see attachment, *Principles of Good Practice for Service-Learning Pedagogy*).

The Early Career Engaged Scholarship Award (page 10): Recognizes and honors a scholar for his/her outstanding *research* in curricular and/or co-curricular service-learning which advances the field.

The Engaged Career Scholarship Award (page 13): Recognizes and honors a scholar for his/her outstanding *research* in curricular and/or co-curricular service-learning which advances the field.

The Excellence in Service Student Group Award (page 16): Recognizes and honors one student group in each of the three higher education sectors (public universities, community colleges, independent colleges and universities). Students' applications/nominations are reviewed for leadership in and commitment to service projects that extend beyond any co-curricular requirements or course-based service-learning. Priority is given to groups which demonstrate that their project led to long-term, sustainable community impact.

The Campus-Community Partnership Award (page 19): Recognizes one outstanding campus-community partnership that produces measurable impact in both student participants and the community. Consideration will be given for demonstrated sustainability, reciprocity, and mutual collaboration.

The Civic Engagement Award (page 21): Recognizes an individual or group who contributes to the development of civic learning and engagement according to the criteria expressed in the Michigan Journal of Community Service *Goal Categories for Purposeful Civic Learning* (modified by Maryland-DC Campus Compact). Nominees may be a faculty member who uses service-learning, a campus-community partnership, a volunteer office, or another collegiate program that yields *civic* outcomes.

The Institutional Leadership Award (page 25): Recognizes and honors one individual for outstanding contributions to the institutionalization of community engagement, by inspiring a culture of service/civic and community engagement on the campus and involving community voice in the development of partnerships and the campus. This award honors a person who has contributed to the overall success of campus-community collaboration and advanced community engagement at their university.

The Engaged Campus Award (page 29): Recognizes institutions of higher education for exemplary commitment to being a "community-engaged campus." Applicants/nominees will be judged according to criteria expressed in Dr. Andrew Furco's rubric for institutionalization of service-learning and Carnegie criteria. This is the region's highest award for a community-engaged campus which is actively seeking to "fulfill the public purposes of higher education."

The Civic Leadership Award (page 34): Recognizes an individual who has contributed substantially to the development of civic and community engagement in the Maryland-DC region. Nominees may be public servants, non-profit, or other community leaders who have helped to create a culture of community-engagement and improved community life within the Maryland-DC region (or beyond).

The William E. "Brit" Kirwan Engaged Leader Award (page 37): Recognizes and honors an individual for his or her lifetime contributions as a systemic-change agent. This individual has helped to shape policy to advance communities, ultimately elevating the quality of collective life throughout the Maryland-DC region and beyond.



ALAN G. PENCZEK SERVICE-LEARNING FACULTY AWARD

DEADLINE to be submitted via email: June 15, 2015

Award Information

The Alan G. Penczek Service-Learning Faculty Award recognizes and honors one faculty member in each of the three higher education sectors (public universities, community colleges, independent colleges and universities) for contributing to the integration of community engagement through service-learning into the curriculum. Applicants/nominees will be judged according to criteria expressed in the Michigan Journal of Community Service Learning (see attached *Principles of Good Practice for Service-Learning Pedagogy*). **All application/nomination packets and letters of recommendation must be received by 5:00pm, June 15, 2015.** Applicants/nominees will receive an email confirming their packet has been received.

Eligibility

- A full-time appointed, contracted, tenured, or tenure-track faculty member or a full or part-time, permanent or temporary administrative position directing community engagement/service-learning as a primary appointment that has emerged out of and is still associated with a faculty appointment.
- All applicants/nominees must be employed at a Maryland-DC Campus Compact member institution in good standing.

Requirements

1. A completed **application/nomination form**.
2. A **professional summary** addressing all professional activities, including innovative approaches to **Service-Learning** (connecting community service with students' academic study), **Engaged Scholarship** (community-based action research, scholarship on the pedagogy of service-learning, research on the impact of service-learning on students/campuses/communities, etc.), and/or **Institutional Impact** (promoting service-learning within one's campus, discipline, etc.). Please see attachment, "Principles of Good Practice for Service-Learning Pedagogy."
3. **Three letters of recommendation**, 1) from a community member or community partner 2) from a student, 3) from a campus administrator or faculty member. All letters should emphasize impact.
4. Sample **syllabus**.
5. **Curriculum Vitae** (please include all service-learning related publications and/or activities).

Application Instructions

- Professional Summary should be a maximum of 3 pages, 11 point Calibri font, and double-spaced. Photographs may also be included.
- Compile application/nomination form, professional summary, filled-out recommendation forms and recommendations, syllabus, and CV into ONE DOCUMENT, either Word or pdf.
- Recommendations and professional summary should be in 11 point Calibri font. Send in a Word or pdf document.
- Attach this document to an email with the subject: Alan G. Penczek Faculty Award: NAME OF NOMINEE IN ALL CAPS
- Send to awards@mdccc.org

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | Campus Compact

ALAN G. PENCZEK SERVICE-LEARNING FACULTY AWARD
Application/Nomination Form

DEADLINE to be submitted via email: June 15, 2015

Last Name		First Name	
Title		Email	
Address	City	State	Zip
Phone		Fax	
University/College		Department/Discipline	

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | Campus Compact

ALAN G. PENCZEK SERVICE-LEARNING FACULTY AWARD Recommendation Form

DEADLINE to be submitted via email: June 15, 2015

Faculty Applicant/Nominee's Last Name	First Name		
Recommender's Last Name	First Name		
Recommender's Title	Recommender's Email		
Recommender's Phone	Fax		
Campus/Organization Address	City	State	Zip

Letter of Recommendation

Please include this form with your letter of recommendation explaining why you believe the applicant/nominee deserves to be recognized for their work in the field of service-learning. In particular, please indicate how the applicant/nominee meets the criteria (Service-Learning, Engaged Scholarship, and Institutional Impact) for this particular award.

Note to Recommender: This award will recognize the most outstanding service-learning practitioners in the Maryland-DC region. One award will be given in each of the three higher education sectors (public universities, community colleges, independent colleges and universities). Therefore, please carefully consider the selection criteria relative to the expertise and contributions of the applicant/nominee.

Please include this form and a one-page, double-spaced 11 point font Calibri letter of recommendation within the full nomination packet to awards@mdccc.org with the email subject line: *Alan G. Penczek Faculty Award: NAME OF NOMINEE*, by 5:00pm, June 15, 2015.

For questions, please contact us at awards@mdccc.org or 301-696-3280.

Principles of Good Practice for Service-Learning Pedagogy

Adapted from Michigan Journal of Community Service Learning, Summer 2001, Page 16-19.

Principle 1: Academic Credit is for Learning, Not for Service

This first principle speaks to those who puzzle over how to assess students' service in the community, or what weight to assign community involvement in final grades. In traditional courses, academic credit and grades are assigned based on students' demonstration of academic learning as measured by the instructor. It is no different in service-learning courses. While in traditional courses we assess students' learning from traditional course resources, e.g., textbooks, class discussions, library research, etc., in service-learning courses we evaluate students' learning from traditional resources, from the community service, and from the blending of the two. So, academic credit is not awarded for doing service or for the quality of the service, but rather for the student's demonstration of academic and civic learning.

Principle 2: Do Not Compromise Academic Rigor

Since there is a widespread perception in academic circles that community service is a "soft" learning resource, there may be a temptation to compromise the academic rigor in a service-learning course. Labeling community service as a "soft" learning stimulus reflects a gross misperception. The perceived "soft" service component actually raises the learning challenge in a course. Service-learning students must not only master academic material as in traditional courses, but also learn how to learn from unstructured and ill-structured community experiences and merge that learning with the learning from other course resources. Furthermore, while in traditional courses, students must satisfy only academic learning outcomes. While in service-learning courses, students must satisfy both academic and civic learning outcomes. All of this makes for challenging intellectual work, commensurate with rigorous academic standards.

Principle 3: Establish Learning Outcomes

It is a service-learning maxim that one cannot develop a quality service-learning course without first setting very explicit learning outcomes. This principle is foundational to service-learning, and serves as the focus of sections four and five of this workbook. While establishing learning outcomes for students is a standard to which all courses are accountable, in fact, it is especially necessary and advantageous to establish learning outcomes in service-learning courses. The addition of the community as a learning context multiplies the learning possibilities. To sort out those of greatest priority, as well as to leverage the bounty of learning opportunities offered by community service experiences, deliberate planning of course academic *and* civic learning outcomes is required.

*Updated from the original: Howard, J. (1993). Community Service-Learning in the Curriculum. In J. Howard (Ed.), *Praxis 1: A faculty casebook on community service learning* (pp. 3-12). Ann Arbor: OCSL Press.

Principle 4: Establish Criteria for the Selection of Service Placements

Requiring students to serve in *any* community-based organization as part of a service-learning course is tantamount to requiring students to read *any* book as part of a traditional course. Faculty who are deliberate about establishing criteria for selecting community service placements will find that students are able to extract more relevant learning from their respective service experiences, and are more likely to meet course learning outcomes.

We recommend four criteria for selecting service placements:

1. Circumscribe the range of acceptable service placements around the content of the course (e.g., for a course on homelessness, homeless shelters and soup kitchens are learning-appropriate placements, but serving in a hospice is not).
2. Limit specific service activities and contexts to those with the potential to meet course-relevant academic and civic learning outcomes (e.g., filing papers in a warehouse, while of service to a school

district, will offer little to stimulate either academic or civic learning in a course on elementary school education).

3. Correlate the required duration of service with its role in the realization of academic and civic learning outcomes (e.g., one two-hour shift at a hospital will do little to contribute to academic or civic learning in a course on institutional health care).
4. Assign community projects that meet the real needs of the community, as determined by the community.

Principle 5: Provide Educationally-Sound Learning Strategies to Harvest Community Learning and Realize Course Learning Outcomes

Requiring service-learning students to merely record their service activities and hours as their journal assignment is tantamount to requiring students in an engineering course to log their activities and hours in the lab. Learning in any course is realized by an appropriate mix and level of learning strategies and assignments that correspond with the learning outcomes for the course. Given that in service-learning courses we want to utilize students' service experiences in part to achieve academic and civic course learning outcomes, learning strategies must be employed that support learning from service experiences and enable its use toward meeting course learning outcomes. Learning interventions that promote critical reflection, analysis, and application of service experiences enable learning. To make certain that service does not underachieve in its role as an instrument of learning, careful thought must be given to learning activities that encourage the integration of experiential and academic learning. These activities include classroom discussions, presentations, and journal and paper assignments that support analysis of service experiences in the context of the course academic and civic learning outcomes. Of course, clarity about course learning outcomes is a prerequisite for identifying educationally-sound learning strategies.

Principle 6: Prepare Students for Learning from the Community

Many students lack the skills of extracting and making meaning from their experiences. Along with this, students find it difficult to merge their experiences with other academic and civic course learning strategies. Therefore, even an exemplary reflection journal assignment will yield, without sufficient support, uneven responses. Faculty can provide: (1) learning supports such as opportunities to acquire skills for gleaning the learning from the service context (e.g., participant-observer skills), and/or (2) examples of how to successfully complete assignments (e.g., making past exemplary student papers and reflection journals available to current students to peruse). Menlo (1993) identifies four competencies to accentuate student learning from the community: reflective listening, seeking feedback, acuity in observation, and mindfulness in thinking.

Principle 7: Minimize the Distinction between the Students' Community Learning Role and Classroom Learning Role

Classrooms and communities are very different learning contexts. Each requires students to assume a different learning role. Generally, classrooms provide a high level of teacher direction, with students expected to assume mostly a passive learning role. In contrast, service communities usually provide a low level of teaching direction, with students expected to assume mostly an active learning role. Alternating between the passive learning role in the classroom and the active learning role in the community may challenge and even impede student learning. The solution is to shape the learning environments so that students assume similar learning roles in both contexts. While one solution is to intervene so that the service community provides a high level of teaching direction, we recommend, for several reasons, re-norming the traditional classroom toward one that values students as active learners. First, active learning is consistent with the active civic participation that service-learning seeks to foster. Second, students bring information from the community to the classroom that can be utilized on behalf of others' learning. Finally,

we know from recent research in the field of cognitive science that students develop deeper understanding of course material if they have an opportunity to actively construct knowledge (Eyler & Giles, 1999).

Principle 8: Rethink the Faculty Instructional Role

If faculty encourage students' active learning in the classroom, what would be a concomitant and consistent change in one's teaching role? Commensurate with the preceding principle's recommendation for an active student learning posture, this principle advocates that service-learning teachers, too, rethink their roles. An instructor role that would be most compatible with an active student role shifts away from a singular reliance on transmission of knowledge and toward mixed pedagogical methods that include learning facilitation and guidance. Exclusive or even primary use of traditional instructional models, e.g., a banking model (Freire, 1970), interferes with the promise of learning in service-learning courses. To reshape one's classroom role to capitalize on the learning bounty in service-learning, faculty will find Howard's (1998) model of "Transforming the Classroom" helpful. This four-stage model begins with the traditional classroom in which students are passive, teachers are directive, and all conform to the learned rules of the classroom. In the second stage, the instructor begins to re-socialize herself toward a more facilitative role; but the students, socialized for many years to be passive learners, are slow to change to a more active mode. In the third stage, with the perseverance of the instructor, the students begin to develop and acquire the skills and propensities to be active in the classroom. Frequently, during this phase, faculty will become concerned that learning is not as rich and rigorous as when they are using the more popular lecture format, and may regress to a more directive posture. Over time homeostasis is established, and the instructor and the students achieve an environment in which mixed pedagogical methods lead to students who are active learners, instructors fluent in multiple teaching methods, and strong academic and civic learning outcomes.

Principle 9: Prepare for Variation in, and Some Loss of Control with, Student Learning Outcomes

For those faculty members who value homogeneity in student learning outcomes, as well as control of the learning environment, service-learning may not be a good fit. In college courses, learning strategies largely determine student outcomes, and this is true in service-learning courses, too. However, in traditional courses, the learning strategies (i.e., lectures, labs, and readings) are constant for all enrolled students and under the watchful eye of the faculty member. In service-learning courses, given variability in service experiences and their influential role in student learning, one can anticipate greater heterogeneity in student learning outcomes and compromises to faculty control. Even when service-learning students are exposed to the same presentations and the same readings, instructors can expect that classroom discussions will be less predictable and the content of student papers/projects less homogeneous than in courses without a service assignment. As an instructor, are you prepared for greater heterogeneity in student learning outcomes and some degree of loss in control over student learning stimuli?

Principle 10: Maximize the Community Responsibility Orientation of the Course

This principle is for those who think that civic learning can only spring from the community service component of a course. One of the necessary conditions of a service-learning course is purposeful civic learning. Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning are essential to purposeful civic learning. While most traditional courses are organized for private learning that advances the individual student, service-learning instructors should consider employing learning strategies that will complement and reinforce the civic lessons from the community experience. For example, efforts to convert from individual to group assignments and from instructor-only to instructor and student review of student assignments, re-norms the teaching-learning process to be consistent with the civic orientation of service-learning.



EARLY CAREER ENGAGED SCHOLARSHIP AWARD

DEADLINE to be submitted via email: June 15, 2015

Award Information

The Early Career Engaged Scholarship Award recognizes outstanding research and scholarly contributions to the field of service-learning. **All application/nomination packets and letters of recommendation must be received by 5:00pm, June 15, 2015.** Applicants/nominees will receive an email confirming their packet has been received.

Early Career Engaged Scholarship Award nominations will be judged based on the following questions:

Is the applicant's research innovative or cutting edge? Does it advance the field and if yes, how? Does it fill a particular gap missing from current research, or does it fill a new niche with new information needed in the field? Can it be demonstrated how the work has influenced other research, or applied in practice? (I.e. has it been widely circulated and read? Utilized by practitioners or others?) Does it provide new data necessary to increase the sustainability and visibility of service-learning?

The award will be given to an individual who is new to service-learning for scholarship in the field, and applicants/nominees will be selected based on both the quality and breadth of their work.

Eligibility

- Either a faculty member, graduate student, or other individual who has conducted research in the field of service-learning.
- All applicants/nominees must be employed at a Maryland-DC Campus Compact member institution in good standing.

Requirements

1. A completed **application/nomination form**.
2. A **professional summary** addressing all research, including the scholarship of engagement, community-based research, and/or the pedagogy of service-learning (research on the impact of service-learning on students/campuses/communities, etc.). List other related efforts to advance the field.
3. **Two letters of recommendation (with two completed recommendation forms)**, from a campus administrator, faculty member, student, or community representative who is familiar with the applicant/nominee's research on service-learning.
4. **Curriculum Vitae** (Please include all service-learning related work and/or publications).
5. **One research example** that best illustrates the quality of the applicant's work.

Application Instructions

- Professional Summary and recommendation letters should be a maximum of 3 pages, 11 point Calibri font, and double-spaced. Photographs may also be included.
- Compile application/nomination form, professional summary, filled-out recommendation forms and recommendations, research example and CV into ONE DOCUMENT, either Word or pdf.
- Attach this document to an email with the subject: Early Career Engaged Scholarship: NAME OF NOMINEE IN ALL CAPS
- **Send to awards@mdccc.org by 5:00pm, June 15, 2015.**

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | Campus Compact

EARLY CAREER ENGAGED SCHOLARSHIP AWARD

Application/Nomination Form

DEADLINE to be submitted via email: June 15, 2015

Last Name		First Name	
Title		Email	
Address	City	State	Zip
Phone		Fax	
University/College		Department/Discipline	

For questions, please contact us at awards@mdccc.org or 301-696-3280.



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EARLY CAREER ENGAGED SCHOLARSHIP AWARD

Recommendation Form

DEADLINE to be submitted via email: June 15, 2015

Applicant/Nominee's Last Name	First Name		
Recommender's Last Name	First Name		
Recommender's Title	Recommender's Email		
Recommender's Phone	Fax		
Campus/Organization Address	City	State	Zip

Letter of Recommendation

Please include this form with your letter of recommendation explaining why you believe the applicant/nominee deserves to be recognized for their research in the field of service-learning.

Note to Recommender: This award will recognize the most outstanding scholar in the Maryland-DC region for their exemplary research in the field of service-learning. Therefore, please carefully consider the selection criteria relative to the expertise and contributions of the applicant/nominee.

Please include this form and a one-page, double-spaced, 11 point font Calibri letter of recommendation within the full nomination packet to awards@mdccc.org with the email subject line reading *Early Career Engaged Scholarship: NAME OF NOMINEE*, by 5:00pm, June 15, 2015.

For questions, please contact us at awards@mdccc.org or 301-696-3280.



ENGAGED CAREER SCHOLARSHIP AWARD

DEADLINE to be submitted via email: June 15, 2015

Award Information

The Engaged Career Scholarship Award recognizes outstanding research and scholarly contributions to the field of service-learning. **All completed application/nomination packets must be received by 5:00pm, June 15, 2015.** Applicants/nominees will receive an email confirming their packet has been received.

Engaged Career Scholarship Award application/nominations will be judged on the following questions:

Research Impact: Is it innovative or cutting edge? Does it advance the field and if yes, how? Does it fill a particular gap missing from current research, or does it fill a new niche with new information needed in the field? What evidence is provided to demonstrate how the work has influenced other research, or how it has been applied in practice? (I.e. has it been widely circulated and read? Utilized by practitioners or others?) Does it provide new data necessary to increase the sustainability and visibility of service-learning? The award will be given for career scholarship in the field and applicants/nominees will be selected based on both the quality and breadth of their work.

Eligibility

- Either a faculty member, graduate student, or other individual who has conducted research in the field of service-learning.
- All applicants/nominees must be employed at a Maryland-DC Campus Compact member institution in good standing.

Requirements

1. A completed **application/nomination form**.
2. A **professional summary** addressing all research, including the scholarship of engagement, community-based research, and/or the pedagogy of service-learning (research on the impact of service-learning on students/campuses/communities, etc.). List other related efforts to advance the field.
3. **Two letters of recommendation (with two completed recommendation forms)**, from a campus administrator, faculty member, student, or community representative who is familiar with the applicant/nominee's research on service-learning.
4. **Curriculum Vitae** (Please include all service-learning related work and/or publications).
5. **One research example** that best illustrates the quality of your work.

Application Instructions

- Professional Summary should be a maximum of 3 pages, 11 point Calibri font, and double-spaced. Photographs may also be included.
- Letters of recommendation should be a maximum of 1 page, 11 point Calibri font, and double-spaced.
- Compile application/nomination form, professional summary, filled-out recommendation forms and recommendation letters, research example and CV into ONE DOCUMENT, either Word or pdf.
- Attach this document to an email with the subject: Engaged Career Award: NAME OF NOMINEE IN ALL CAPS
- **Send to awards@mdccc.org by 5:00pm, June 15, 2015.**



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ENGAGED CAREER SCHOLARSHIP AWARD

Application/Nomination Form

DEADLINE to be submitted via email: June 15, 2015

Last Name		First Name	
Title		Email	
Address	City	State	Zip
Phone		Fax	
University/College		Department/Discipline	

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | Campus Compact

ENGAGED CAREER SCHOLARSHIP AWARD

Recommendation Form

DEADLINE to be submitted via email: June 15, 2015

Applicant/Nominee's Last Name	First Name		
Recommender's Last Name	First Name		
Recommender's Title	Recommender's Email		
Recommender's Phone	Fax		
Campus/Organization Address	City	State	Zip

Letter of Recommendation

Please attach your letter of recommendation explaining why you believe the applicant/nominee deserves to be recognized for their research in the field of service-learning.

Note to Recommender: This award will recognize the most outstanding scholar in the Maryland-DC region for their exemplary research in the field of service-learning. Therefore, please carefully consider the selection criteria relative to the expertise and contributions of the applicant/nominee.

Please include this form and your one-page, double-spaced, 11 point font Calibri letter of recommendation within the full nomination packet to awards@mdccc.org with the email subject line reading *Engaged Career Award: NAME OF NOMINEE IN ALL CAPS*, by 5:00pm, June 15, 2015.

For questions, please contact us at awards@mdccc.org or 301-696-3280.



2015 EXCELLENCE IN SERVICE STUDENT GROUP AWARD

DEADLINE to be submitted via email: June 15, 2015

Award Information

This award recognizes and honors one student group in each of the three higher education sectors (public universities, community colleges, independent colleges and universities). Students' applications/nominations are reviewed for leadership in and commitment to service projects that extend beyond any co-curricular requirements or course-based service-learning. Priority is given to groups which demonstrate that their project led to long-term, sustainable, community impact. **All completed application/nomination packets and letters of recommendation must be received by 5:00pm, June 15, 2015.** Applicants/nominees will receive an email confirming their packet has been received.

Eligibility

- Applicant/nominee must be a student group at a Maryland-DC Campus Compact member school in good standing.
- Applicant/nominee must participate in community service activities that:
 - a) Benefit the campus and/or community
 - b) Address social, political or economic issues
 - c) Demonstrate leadership for social change and/or civic engagement
- Service efforts must provide service for the *community at large*. Religious, fraternal, or professional groups providing services only to members will not be considered.

Requirements

1. A completed **application/nomination form**.
2. **Completed application/nomination questions**.
3. **Two completed recommendation forms**, which include two letters of recommendation from a campus administrator, faculty member, or community representative who is familiar with your community involvement and its impact on social change, civic engagement, or other community benefits.
4. A completed **community service/service-learning "resume"** that lists and explains all of your group's on-campus and off-campus service activities.

Application Instructions

- Answers to questions should be a maximum of 3 pages, 11 point Calibri font, and double-spaced. Photographs may also be included.
- Letters of recommendation should be a maximum of 1 page, 11 point Calibri font, and double-spaced.
- Compile application/nomination form, document answering questions, filled-out recommendation forms and recommendation letters, and resume into ONE DOCUMENT, either Word or pdf.
- Attach this document to an email with the subject: Excellence in Service: NAME OF STUDENT ORGANIZATION IN ALL CAPS
- **Send to awards@mdccc.org by 5:00pm, June 15, 2015.**

For questions, please contact us at awards@mdccc.org or 301-696-3280.



CAMPUS-COMMUNITY PARTNERSHIP AWARD

DEADLINE to be submitted via email: June 15, 2015

Award Information

The Campus-Community Partnership Award recognizes one outstanding campus-community partnership that produces measurable impact in both student participants and the community. Consideration will be given for demonstrated sustainability, reciprocity, and mutual collaboration.

All completed application/nomination packets and letters of recommendation must be received by 5:00pm, June 15, 2015. Applicants/nominees will receive an email confirming their packet has been received.

Eligibility

For consideration of the award, a partnership must show:

- *Mutually beneficial collaboration* between a college or university and a K-12 school/district, non-profit, or business partner that addresses a community need/social issue.
- *Measurable positive impact* of community health (defined broadly) through the development of increased economic opportunity, improving social networks, and/or expanding civic engagement.
- *Demonstrated reciprocity* that provides a meaningful learning experience for higher education participants and enhances community life.
- Efforts to involve other partners (e.g., K-12 schools/ districts, businesses, civic organizations, government agencies, faith-based institutions).
- Demonstration of sustainability and on-going commitment to the partnership.

Requirements

1. A completed **application/nomination form** (including essays).
2. A **letter** from the community partner organization specifically describing how the involvement of the campus-community partnership in their community has added to the quality of community life. *Though not required, please feel free to attach supplemental materials such as photographs, testimonials, recommendations, etc.*

Application Instructions

- Answers to essay questions should be a maximum of 4 pages, 11 point Calibri font, and double-spaced (1000 word limit).
- Compile application/nomination form and essay question document into ONE DOCUMENT, either Word or pdf.
- Attach this document to an email with the subject: Campus-Community Partnership: NAME OF NOMINEE IN ALL CAPS
- **All completed application/nomination packets and letters of recommendation must be sent to awards@mdccc.org by 5:00pm, June 15, 2015**

For questions, please contact us at awards@mdccc.org or 301-696-3280



Maryland-DC | Campus Compact

CAMPUS-COMMUNITY PARTNERSHIP AWARD

Application/Nomination Form

DEADLINE to be submitted via email: June 15, 2015

Name of Project			
Name of Business, Organization, or Institute	Primary Contact	Phone	
Recommender's Last Name	First Name		
Title (if student, please write "student")	Email		
University/College	Department/Discipline		
Campus/Organization Address	City	State	Zip
Phone	Fax		

Please answer all of the following questions (Total word limit: 1000):

1. What are the mission and goals of the partnership and how have they been achieved?
2. Describe the individual roles of the campus, community and/or businesses or faith-based organizations in the partnership.
3. How did the partnership between the campus and the organization develop? Describe the plan to sustain and/or grow the partnership.
4. Describe the impact of the partnership on community life. How is the impact of the partnership assessed? What are measurable improvements (such as increased economic opportunity, more responsive public systems, etc.)?
5. Describe the partnership's impact on student learning and/or curricula. What additional learning opportunities were created as a result of this partnership?

For questions, please contact us at awards@mdccc.org or 301-696-3280.



CIVIC ENGAGEMENT AWARD

DEADLINE to be submitted via email: June 15, 2015

Award Information

This award recognizes outstanding contributions to the development of civic learning and engagement in sustaining our participatory democracy. Applicants/nominees will be judged according to the criteria expressed in the Michigan Journal of Community Service Learning (see attachment, *Goal Categories for Purposeful Civic Learning*). **All application/nomination packets and letters of recommendation must be received by 5:00pm, June 15, 2015.** Applicants/nominees will receive an email confirming their packet has been received.

Eligibility

- Applicants/nominees may be a service-learning faculty member or practitioner, campus-community partnership, volunteer office, or another collegiate program that yields civic outcomes.
- Applicants/nominees will be judged according to their work, participation, and innovative ideas that contribute to the development of civic learning and engagement according to the criteria expressed in the Michigan Journal of Community Service Learning (see attachment, *Goal Categories for Purposeful Civic Learning*).
- All applicants/nominees must be employed at a Maryland-DC Campus Compact member institution in good standing.

Requirements

1. A completed **application/nomination form**.
2. A **professional summary** addressing all professional activities, including approaches and efforts that demonstrate civic learning outcomes and engagement as defined in *Goal Categories for Purposeful Civic Learning* (see attachment, *Goal Categories for Purposeful Civic Learning*). Please include specific examples for as many of the listed Goal Categories as possible. *Professional Summary should be a maximum of 3 pages, Calibri font, 11 point, and double-spaced. Photographs may also be included.*
3. **Two letters of recommendation (with two completed recommendation forms)**, from a campus administrator, faculty member, student, or community representative who is familiar with the nominee's work.
4. **Curriculum Vitae or Resume.**

Application Instructions

- Professional summary should be a maximum of 3 pages, 11 point Calibri font, and double-spaced.
- Letters of recommendation should be a maximum of 1 page, 11 point Calibri font, and double-spaced.
- Compile application/nomination form, professional summary, filled-out recommendation forms and recommendation letters, and resume into ONE DOCUMENT, either Word or pdf.
- Attach this document to an email with the subject: Civic Engagement: NAME OF NOMINEE IN ALL CAPS
- **Send to awards@mdccc.org by 5:00pm, June 15, 2015.**

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | Campus Compact

**CIVIC ENGAGEMENT AWARD
Application/Nomination Form**

DEADLINE to be submitted via email: June 15, 2015

Last Name		First Name	
Title		Email	
Address	City	State	Zip
Phone		Fax	
University/College		Department/Discipline	

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | Campus Compact

CIVIC ENGAGEMENT AWARD Recommendation Form

DEADLINE to be submitted via email: June 15, 2015

Applicant/Nominee's Last Name		First Name	
Recommender's Last Name		First Name	
Recommender's Title		Recommender's Email	
Recommender's Phone		Fax	
Campus/Organization Address	City	State	Zip

Letter of Recommendation

Please attach your letter of recommendation explaining why you believe the applicant/nominee deserves to be recognized for promoting civic learning outcomes and engagement.

Note to Recommender: Please carefully consider the selection criteria relative to the expertise and contributions of the applicant/nominee.

Please include this form and your one-page, double-spaced, 11 point font Calibri letter of recommendation within the full nomination packet to awards@mdccc.org with the email subject line reading *Civic Engagement: NAME OF NOMINEE IN ALL CAPS*, by 5:00pm, June 15, 2015.

For questions, please contact us at awards@mdccc.org or 301-696-3280.

Goal Categories for Purposeful Civic Learning

Michigan Journal of Community Service Learning, Summer 2001, Page 40

Academic Learning – learnings that are academic in nature that help students to understand and be prepared for involvement in the community

Democratic Citizenship Learning – learnings related to being an active citizen that prepare students for involvement in the community

Diversity Learning – learnings related to multi-culturalism that prepare students for involvement in diverse communities

Political Learning – learnings related to the political arena that prepare students for involvement in the community

Leadership Learning – learnings about leadership issues that prepare students for community accomplishment

Inter- and Intra- Personal Learning – learnings about oneself and others that prepare students to work better with other citizens

Social Responsibility Learning – learnings that teach people about their personal and professional responsibility to others

Examples of Curricular and Co-Curricular Civic Learning Outcomes

Example of a Curricular Objective: As a part of the Community Health Nursing program, nursing students would utilize their service placements to examine issues related to the American Nursing Association Nursing Code of Ethics. This reinforced knowledge and skills critical to civic competency and propensity, including: advocacy of patient well-being and rights; dedication to serve all patients with respect regardless of economic status, personal attributes, or nature of health problem; and understanding rights and responsibilities of nurses, including advancing the field and the people it serves (i.e. patients' bill of rights). This also included public policy discussions about health-care and the political and/or regulatory agencies involved.

Example of a Co-Curricular Objective: In an attempt to engage members in activities that reinforce civic learning, a major fraternity implemented a program that purposefully connects activities with the group's mission and goals, and includes civic engagement. This process requires student event planners to build reflection opportunities into events in order to meet learning outcomes consistent with fraternal ethics, values, and beliefs. These activities, both formal and informal, allow for students to examine a multitude of civic issues including those related to diversity, leadership, interpersonal communication, and active citizenship. Students are required to indicate which goals from the mission statement are being reinforced by the event and justify how it will benefit student participants socially, academically, personally, and civically. The program proposals, which are completed for everything ranging from community service to public policy/advocacy work, are presented to the fraternity's officers and advisor in order to be approved for implementation.



INSTITUTIONAL LEADERSHIP AWARD

DEADLINE to be submitted via email: June 15, 2015

Award Information

The Institutional Leadership Award recognizes and honors one individual for outstanding contributions to the institutionalization of community engagement, by inspiring a culture of service/civic and community engagement on the campus and involving community voice in the development of partnerships and the campus. This award honors a person who has contributed to the overall success of campus-community collaboration and advanced community engagement at their university.

All completed application/nomination packets and letters of recommendation must be received by 5:00pm, June 15, 2015. Applicants/nominees will receive an email confirming their packet has been received.

Applicants/nominees for this award will be evaluated on their role in furthering the culture of service and civic engagement on their campus(es). The guiding principles for this award come from portions of Dr. Andrew Furco's *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education*, as it applies to curricular and co-curricular campus efforts. Outstanding applicants/nominees will demonstrate their progress and successes in addressing relevant components of Dr. Furco's rubric, most specifically those briefly listed below:

- Inspiring and institutionalizing a culture of service/civic and community engagement within the structure of the campus.
- Expanding awareness of and support for civic and community engagement activities among faculty, administrators, and across campus programming (see Campus Compact's Indicators of Engagement).
- Creating and implementing mechanisms to support and sustain student leadership, involvement, and empowerment related to service and community-engaged learning activities.
- Fostering community involvement and participation within campus programming and demonstrating the impact of campus-community collaborations.

Eligibility

- A person whose work has contributed significantly to the overall institutionalization of campus-community collaboration, including people whose job description includes enhancing community engagement.
- All applicants/nominees must be employed at a Maryland-DC Campus Compact member institution in good standing.

Requirements

1. A completed **application/nomination form**.
2. A **professional summary** addressing all professional activities, including all innovative approaches and efforts to institutionalize community service, service-learning, and/or civic engagement; demonstration of being an advocate for community service, service-learning, and/or civic engagement; efforts to bridge the gap between academic affairs and student affairs; assisting in the formation of campus-community partnerships; supporting faculty and students involved in service; and/or commitment to student voice and student development.
3. **At least two letters of recommendation (with completed recommendation forms)**, from a campus administrator, faculty member, student, or community representative who is familiar with your work. At least one letter must be from a community partner.
4. **Resume or Curriculum Vitae**.

Application Instructions

- Professional summary should be a maximum of 3 pages, 11 point Calibri font, and double-spaced. Photographs and PR material may be included.
- Letters of recommendation should be a maximum of 1 page, 11 point Calibri font, and double-spaced.
- Compile application/nomination form, professional summary, filled-out recommendation forms and recommendation letters, and resume into ONE DOCUMENT, either Word or pdf.
- Attach this document to an email with the subject: Institutional Leadership: NAME OF NOMINEE IN ALL CAPS
- **Send to awards@mdccc.org by 5:00pm, June 15, 2015.**

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | **Campus Compact**

INSTITUTIONAL LEADERSHIP AWARD

Application/Nomination Form

DEADLINE to be submitted via email: June 15, 2015

<hr/>			
Last Name	First Name		
<hr/>			
Title	Email		
<hr/>			
Address	City	State	Zip
<hr/>			
Phone	Fax		
<hr/>			
University/College	Department/Discipline		

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | Campus Compact

INSTITUTIONAL LEADERSHIP AWARD Recommendation Form

DEADLINE to be submitted via email: June 15, 2015

Applicant/Nominee's Last Name		First Name	
Recommender's Last Name		Recommender's First Name	
Recommender's Title		Recommender's Email	
Recommender's Phone		Fax	
Campus/Organization Address	City	State	Zip

Letter of Recommendation

Please attach your letter of recommendation explaining why you believe the applicant/nominee deserves this award. Please indicate how the applicant/nominee meets the criteria: innovative approaches and efforts to institutionalize community service, service-learning, and/or civic engagement; demonstration of being an advocate for community service, service-learning, and/or civic engagement; efforts to bridge the gap between academic affairs and student affairs; assisting in the formation of campus-community partnerships; supporting faculty and students involved in service; and/or commitment to student voice and student development.

Note to Recommender: This award will recognize the most outstanding community engagement educator's in the Maryland-DC region. Therefore, please carefully consider the selection criteria relative to the expertise and contributions of the applicant/nominee.

Please include this form and your one-page, double-spaced, 11 point font Calibri letter of recommendation within the full nomination packet to awards@mdccc.org with the email subject line reading *Institutional Leadership: NAME OF NOMINEE IN ALL CAPS*, by 5:00pm, June 15, 2015.

For questions, please contact us at awards@mdccc.org or 301-696-3280.



ENGAGED CAMPUS AWARD

DEADLINE to be submitted (either emailed or postmarked): June 15, 2015

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 criteria expressed in Dr. Andrew Furco's Self-Assessment Rubric for Institutionalization of Service-Learning. **All application packets must be either emailed or postmarked no later than June 15, 2015.** 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 Maryland-DC Campus Compact to create a short slide show demonstrating institutional participation in community involvement which will be shared publically.
- Institutions must be Maryland-DC Campus Compact 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, and double-spaced.
- Compile application/nomination form, narrative, filled-out 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@mdccc.org by 5:00pm, June 15, 2015.**
- If sending additional hard copy resources, please clearly mark them as such and mail to:

Maryland-DC Campus Compact
401 Rosemont Avenue
Frederick, MD 21701

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | Campus Compact

ENGAGED CAMPUS AWARD

Application Form

DEADLINE to be submitted: June 15, 2015

Institution

President's Last Name

First Name

Email

Phone

Fax

Address

City

State

Zip

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

Institution

Last Name

First Name

Email

Phone

Fax

Address

City

State

Zip

Expectations

By submitting this application, _____ (Fill in name of institution) _____ agrees to the following:

All photos, videos, written statements, etc., may be posted on the Maryland-DC Campus Compact 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.



Maryland-DC | Campus Compact

ENGAGED CAMPUS AWARD

Support Form

DEADLINE to be submitted: June 15, 2015

Institution

Recommender's Last Name

Recommender's First Name

Recommender's Title

Phone

Email

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 region. Therefore, please carefully consider the selection criteria relative to the contributions of the institution.

Signature of Recommender

Date

For questions, please contact us at awards@mdccc.org or 301-696-3280.

The 13 Indicators of Engagement

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, 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.
- 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 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 in determining their role in and contribution to community-based learning.
- Community partners are 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 public 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.



Maryland-DC | Campus Compact

CIVIC LEADERSHIP AWARD

DEADLINE to be submitted via email: June 15, 2015

Award Information

This award recognizes an individual who has contributed substantially to the development of civic and community engagement in the Maryland-DC region. Nominees may be public servants, non-profit, or other community leaders who have helped to create a culture of community-engagement and improved community life within the Maryland-DC region (or beyond). **All application/nomination packets and letters of recommendation must be received by 5:00pm, June 15, 2015.** Applicants/nominees will receive an email confirming their packet has been received.

Eligibility

- Applicants/nominees may be public servants, elected officials, non-profit or other community leaders who have helped created a culture of community engagement and improved community life within the Maryland-DC region (or beyond).
- Applicants/nominees will be judged according to their work, participation, and innovative ideas that contribute to the development of civic engagement.
- All applicants/nominees must be serving the Maryland-DC region.

Requirements

1. A completed **application/nomination form**.
2. **Two letters of recommendation (with two completed recommendation forms)**, from a campus administrator, faculty member, student, or community representative who is familiar with your work.
3. **Curriculum Vitae or Resume**.

Application Instructions

- Letters of recommendation should be a maximum of 1 page, 11 point Calibri font, and double-spaced.
- Compile application/nomination form, filled-out recommendation forms and recommendation letters, and resume into ONE DOCUMENT, either Word or pdf.
- Attach this document to an email with the subject: Civic Leadership Award: NAME OF NOMINEE IN ALL CAPS
- **Send to awards@mdccc.org by 5:00pm, June 15, 2015**

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | Campus Compact

**CIVIC LEADERSHIP AWARD
Application/Nomination Form**

DEADLINE to be submitted via email: June 15, 2015

Organization

Last Name First Name

Title Email

Address City State Zip

Phone Fax

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | Campus Compact

CIVIC LEADERSHIP AWARD Recommendation Form

DEADLINE to be submitted via email: June 15, 2015

Nominee's Last Name		First Name	
Recommender's Last Name		Recommender's First Name	
Recommender's Title		Email	
Phone		Fax	
Campus/Organization Address		City	State Zip

Letter of Recommendation

Please attach your letter of recommendation explaining why you believe the applicant/nominee deserves to be recognized for promoting civic engagement.

Note to Recommender: Please carefully consider the selection criteria relative to the expertise and contributions of the applicant/nominee.

Please include this form and your one-page, double-spaced, 11 point font Calibri letter of recommendation within the full nomination packet to awards@mdccc.org with the email subject line reading *Civic Leadership: NAME OF NOMINEE IN ALL CAPS*, by 5:00pm, June 15, 2015.

For questions, please contact us at awards@mdccc.org or 301-696-3280.



WILLIAM E. “BRIT” KIRWAN ENGAGED LEADER AWARD

DEADLINE to be submitted via Email: June 15, 2015

Award Information

The Engaged Leader Award recognizes and honors an individual for his or her lifetime contributions as a systemic-change agent. This individual has helped to shape policy to *advance communities*, ultimately elevating the quality of collective life throughout the Maryland-DC region and beyond. **All nomination packets and letters of recommendation must be received by 5:00pm, June 15, 2015.** Applicants/nominees will receive an email confirming their packet has been received.

Eligibility

- Must be nominated by the President of a Maryland-DC Campus Compact member institution.
- Nominees may be public servants, elected officials, non-profit or other community leaders who have helped influence and shape policy to improve community life within the Maryland-DC region (or beyond).
- Nominees will be judged according to their work, participation, and innovative ideas that have impacted at a systemic level to elevate quality of life in our communities.
- Nominees must be serving the Maryland-DC region.

Requirements

1. A completed **nomination form** from the President of an MDCCC member institution.
2. **One letter of recommendation** from the President of an MDCCC member institution.
3. **A professional summary**, detailing the impact this nominee has had as a systemic-change agent in his or her career.
4. **Curriculum Vitae or Resume.**

Application Instructions

- Professional summary should be a maximum of 3 pages, 11 point Calibri font, and double-spaced. Photographs and PR material may be included.
- Letter of recommendation should be a maximum of 1 page, 11 point Calibri font, and double-spaced.
- Compile nomination form, letter of recommendation, professional summary, and resume into ONE DOCUMENT, either Word or pdf.
- Attach this document to an email with the subject: Brit Kirwan Award: NAME OF NOMINEE IN ALL CAPS
- **Send to awards@mdccc.org by 5:00pm, June 15, 2015**

For questions, please contact us at awards@mdccc.org or 301-696-3280.



Maryland-DC | Campus Compact

**WILLIAM E. "BRIT" KIRWAN ENGAGED LEADER AWARD
Application/Nomination Form**

DEADLINE to be submitted via email: June 15, 2015

Organization

Last Name First Name

Title Email

Address City State Zip

Phone Fax

Please include this nomination form and a one-page, double-spaced, 11 point font Calibri letter of recommendation within the full nomination packet to awards@mdccc.org with the email subject line reading *Brit Kirwan Award: NAME OF NOMINEE IN ALL CAPS*, by 5:00pm, June 15, 2015.

For questions, please contact us at awards@mdccc.org or 301-696-3280.