

CONSORTIUM FOR THE
ADVANCEMENT OF PRIVATE
HIGHER EDUCATION
an operating unit of The Council of Independent Colleges

*E*NGAGING COMMUNITIES AND CAMPUSES

Guidelines for Submission of Proposals
Deadline: October 6, 2000

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*E*NGAGING COMMUNITIES AND CAMPUSES

The *Engaging Communities and Campuses* program focuses on the ways that private colleges and universities engage with off-campus communities to enhance student learning while simultaneously addressing community interests. The national initiative is comprised of three separate, but related activities administered by both CAPHE and CIC:

- National competitive grants program, administered by CAPHE
- Regional teaching and learning workshops (summer 2000), administered by CIC
- Creation of a web-based effective practice network, administered by CIC

CONSORTIUM FOR THE ADVANCEMENT OF PRIVATE HIGHER EDUCATION An operating unit of the Council of Independent Colleges

The Consortium for the Advancement of Private Higher Education (CAPHE) is a grantmaking organization that assists corporations and foundations stimulate meaningful reform in private colleges and universities for the benefit of higher education and society.

Established in 1982, CAPHE has administered more than \$17 million in grants to approximately 200 independent colleges and universities nationwide for more than 30 corporations and foundations.

In 1993, CAPHE was consolidated into the Council of Independent Colleges (CIC). Within CIC, CAPHE is an identifiable operating unit that enables critical functions of grantee selection to remain independent of an institution's membership status in CIC. Through national grant competitions guided by a rigorous and externally driven review process, CAPHE grant and technical assistance programs enhance the quality of the nation's private colleges and universities.

THE COUNCIL OF INDEPENDENT COLLEGES

The Council of Independent Colleges (CIC) is an association of more than 470 independent, liberal arts colleges and universities. It is the only national association solely devoted to providing services directly to private colleges and universities to support college leadership, advance institutional excellence, and enhance private higher education. CIC is a key source of ideas and assistance for an active network of colleges and college leaders.

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The *Engaging Communities and Campuses* program assists independent colleges and universities and their community organization partners extend and deepen their commitments to student learning and community interests. The overall program includes an effective practice exchange, regional teaching and learning workshops, and a grants competition. The enclosed *Working Paper* frames this entire initiative. This booklet describes the grants program component of the larger initiative and provides guidelines on how to apply.

Focus The CAPHE-administered grants program will support a range of institutional capacity building activities, both on campus and off-campus, in four key areas—assisting faculty to develop relevant knowledge and skills, putting in place a supportive institutional infrastructure, integrating this work into the academic culture, and establishing partnerships with community organizations. Additional detail about these four areas is outlined in the *Working Paper* (pages 2-8) and in the “Grants Program” section that follows the paper.

Eligibility and invitations. Eligibility for this program is limited to accredited four-year private liberal arts colleges and universities that enroll 4,000 or fewer full-time-equivalent students with moderate endowments, and institutional members of the Council of Independent Colleges.

Size, length, and number of grants. We expect most awards to fall within the \$40,000 to \$80,000 range. We expect to make between 12 to 25 grants. A 50% match (cash or in-kind) is required.

Timetable. Proposals must be received by CAPHE by 5:00 PM EST on Friday, October 6, 2000. Funding will be provided as two-and-one-half year grants. Grants will be awarded by the end of December 2000. Grant activities are expected to begin in January 2001 and may include a six to nine month intensive planning period, followed by implementation activities beginning no later than September 2001.

Index

Working Paper.....	2
Grants Program.....	9
Cover Sheet.....	15
Institutional Data Form.....	17
Budget Form.....	21

ENGAGING COMMUNITIES AND CAMPUSES

Working “Conversation Draft” Paper

To educate students for a lifetime of contribution to society, colleges and universities accept an enormous challenge. Toward this end, they help students pursue a broad range of goals—prepare for careers, acquire a sense of civic responsibility, gain self-awareness, and learn how to learn.

The rich learning environments important in realizing these learning goals certainly include the range of experiences accessible without leaving the campus, from classrooms to labs to Web sites to dorms to athletic fields. Increasingly, however, these on-campus experiences are insufficient, by themselves, if we expect students to achieve these ambitious, liberal education outcomes. Institutions will also need to enable students to participate in the world beyond the campus as a part of their formal educational program, via experiences such as internships, community-based service, and even paid work. Indeed, students have been actively seeking these kinds of experiences, and their presence in educational programs has grown.

The increased use of these varieties of experiential learning in colleges and universities, however, raises basic questions about the evolving character of higher education. How essential for students is this experiential, beyond-the-campus aspect of education? How much does it change the way faculty teach...and are evaluated? What kind of knowledge is generated in this way? What relationships with outside organizations—businesses, governments, schools, community groups—will colleges have? Are different kinds of staff needed?

This paper proposes a set of answers to these questions, arguing that this type of learning in the world is increasingly essential and should be woven into the fabric of institutions, and that this learning requires significant changes on the part of individual faculty as well as institutions. The document presents our best present understanding of what should be addressed as institutions and communities engage more interdependently with each other.

CIC is distributing this document in draft form to acknowledge the evolving nature of these ideas. At this point, the ideas emerge from six years of work on connections between colleges and their surrounding environs (see box on facing page), but we expect the current project, *Engaging Communities and Campuses*, to extend and deepen this understanding. Since the ideas presented in this document will guide particular project activities, including collection and dissemination of existing campus resources, workshops, and a grants competition, we welcome any feedback. We expect to develop additional versions of this working paper during the course of this several year program.

Learning and Acting in the World

Many institutions are coming to understand that learning in the world beyond the campus can bring profound educational benefits. Yet this learning differs in a fundamental way from on-campus learning—it is in the world. A campus, in part, creates safe spaces unhooked from the world; and what students and faculty do on campus in the pursuit of learning does not necessarily have immediate consequences beyond those boundaries. But when students and faculty are in the world, engaged in activities with learning potential, they are inevitably in contact with community residents and organizations, so what students and faculty do in this context can have real consequences for others. That is, students are not only learning but also acting. Thus all parties, community groups and campus representatives, have an ethical mandate to attend to both intended and unintended consequences of their shared work and learning in the midst of community situations.

Therefore, to envision the full potential of communities and campuses engaging with each other we start with two guiding considerations—student learning and community

CIC/CAPHE Projects

Serving to Learn, Learning to Serve (1993-95)

Serving to Learn, Learning to Serve in Promoting School Success (1996-98)

College/Community Partnerships
(Phase 1:1993-96) (Phase 2:1996-99)

Implementing Urban Missions (1997-2001)

Engaging Communities and Campuses (1998-2002)

interests. The argument at the heart of this paper is that these two sets of goals can, when taken together, provide significant mutual benefit, but that important work lies ahead of us if we are to realize these benefits.

Ambitious learning outcomes

Learning is obviously a central consideration, especially for private liberal arts institutions, which not only consider student learning their preeminent goal but indeed set their sights for this learning intentionally high, nurturing students to aspire not just for jobs but for meaningful careers that contribute to society, not just for a knowledge of civics but for sustained involvement in responsible and active citizenship. The intent is that graduates should find a moral imperative in improving their world, that they will care deeply about larger public purposes such as democratic engagement, justice, economic vitality, and a pluralistic society.

Learning in the world must become a key component of educational programs seeking these ambitious goals, since that is where students can engage the actual problems that connect students to the common hopes of the society. Many colleges do, in fact, accommodate an array of learning experiences taking place beyond campus boundaries, including internships, community-based volunteer activities, service-learning, problem-based learning, and action research. These educational approaches, typically labeled experiential learning, share certain basic characteristics. First, learners are engaged in experiences in the world that provide both educational context and content. Often, these experiences are connected to disciplines, professional fields, or other structured educational programs. Second, the college or university provides opportunities to reflect on these experiences in order to promote deeper and broader learning. Importantly, research has begun to document the considerable educational power of this learning. In addition, many students also combine education with full- or part-time work; and colleges may also find an untapped experiential learning potential there, especially for students beyond the traditional college age.

We think that most institutions could enhance student learning not only by expanding their use of these approaches but also, more subtly, by acknowledging and enabling their full power. As these pedagogies have gained ground within higher education, the learning benefits have often been cast too narrowly. For example, internships have been seen as largely for career preparation, with community-based service principally developing civic responsibility. But in reality, not only do they both hinge upon activities beyond the campus, but the common outcomes are also

Examples of experiential education

- teacher education practicums
- business internships
- voluntary service in community organizations
- clinical training (e.g., nursing, social work)
- tutoring K-12 students
- community-based research
- service-based experiential learning

more striking than the differences. Both provide opportunities to learn similar skills and gain similar understandings, require a pedagogy of reflection for full benefit, and enrich student resumes and portfolios. And, of course, both allow students to develop the sort of self-knowledge and habits of learning that lie at the heart of liberal education.

Accordingly, this paper assumes that these various forms of experiential learning have much greater educational power than has typically been granted. We think that this range of ways to learn in the world can contribute to all of the most frequently mentioned goals of undergraduate education—preparation for careers, nurturing of civic responsibility, learning how to learn in multiple settings, and development of self-knowledge and personal habits of learning—often simultaneously. As institutions seek to help students gain more specific competencies, such as critical thinking and problem-solving, or cooperation and communication, learning in the world has the potential to assist students in pulling together these abilities in an integrated way. We encourage institutions to treat learning beyond the campus and in the world as one of the most basic and widely used educational strategies available to achieve broad student learning outcomes. The dynamic of this learning is richly complex. Students (and also faculty), engaging with community defined dilemmas and ideas, are pushed to seek new understandings—of ways to apply disciplinary knowledge, of new information or perspectives they did not know they needed, of their own inner motivations, of their compassion or passion, of an ethic of service, and of the intertwining of all of these. These experiences in the world require deep reflection not only at the level of the student and faculty, but also with community residents and organizational staff as well. If conceived by institutions and their faculty as intentionally linked to the academic or extracurricular program, such experiential learning can influence the overall educational program itself as well as the roles played by faculty. For instance, the educational program will draw on a wider set of resources in creating learning opportunities and realize the broader range of learning outcomes espoused by liberal arts institutions. Mastering disciplinary content

A middle school requested assistance with helping improve (raise scores to grade level) reading skills of seventh graders from families placed at risk by the culture. Preservice teacher education students in a reading class became involved along with their professor. A Planning and Impact Assessment Team, consisting of a principal, two teachers, two college faculty, a parent, and a pre-service teacher met often to determine impacts sought for the seventh graders, the middle school, the department of education at the college, the preservice group, and the total college. By the end of the second year of the arrangement, the education department had changed the time of its reading class to correspond with the time the seventh graders were ready for their assistance; a part time faculty member from the college was assigned to the middle school to assist with multiple levels of teacher preparation and middle school teacher continuing education; the entire Education Department curriculum began to initiate community based service learning components; and the reading scores went up.

can be more compelling within a meaningful context; skills such as team work and communication will assume a reality often lacking on campus; attitudes of inclusion can be nurtured through greater contact with diverse communities; and motivation to learn can be enhanced.

Interests of the community

The second conceptual building block of community and campus engagement is valuing the voices and challenges of residents and organizations within a community.

Community residents, as individuals, family members, small interest groups, or neighborhoods, often experience a current reality of struggling *for* something (e.g. dreams, better jobs, housing and education, cleaner environment, quiet, dignity, respect) or struggling *against* something (e.g. aggressive power, poverty, poor public services, limited job opportunities, violence, inadequate housing or police protection, addictions, or “urban removal”). These struggles define, on the terms of the people who express them, action and learning tasks for students and faculty from the colleges as well as action and learning tasks for the community residents and organizations.

Within a community a variety of organizations—for-profit businesses, governmental/public service units, non-profits, and community based organizations—serve, in a myriad ways, the interests of the community. Community residents involve themselves in this organizational web by deciding to procure goods or services, by electing public

officials with particular points of view, or by forming new groups for special purposes. Generally therefore, individuals, work through or rely on these organizations as they pursue their struggles *for* and *against*. Community residents as well as students and colleges must discern the extent to which these organizations understand their communities and express the voices of community residents.

Just as colleges and universities have much to gain as they engage with communities, so to do community organizations as they engage with higher educational institutions. Students who are properly prepared and placed can make genuine contributions, and other institutional resources can often be part of the mix (e.g. collecting and organizing information, leadership training, planning, extra hands). Institutional representatives must realize, however, that including students and faculty in these settings becomes a challenge for these community organizations as they seek to meet their priority obligations to their customers, staff, shareholders, or the general public. These workplaces are often characterized by a practical impulse to address concrete situations rather than worry about theoretical relevance. Results are measured in terms of goods produced, services delivered, and the proverbial “bottom line,” creating a cultural milieu where issues of power, control, role clarification and getting the work done on time and with high quality are real and omnipresent.

Higher educational institutions seeking to address community interests must discover authentic voices of individuals and of organizations, and in so doing acknowledge the values of these residents and recognize organizational priorities to serve the community. Community residents and organizations can provide a kind of “practice wisdom” based on their experiences that can create learning resources for students and faculty. When colleges listen over time to community residents’ stories and situations in a relationship of emerging trust, it becomes possible to develop shared definitions of problems that can be tackled collaboratively. Community residents are more forthcoming when the organizations of the community and the colleges relate to them as acquirers (they have a voice in determining what it is that will go on in their lives) rather than as recipients (others coming to fix them). Community residents will also fulfill the dual roles of being teacher for faculty, students, and staff of community organizations as well as having to help in clarifying their own learning agenda to get their own work done.

Engaging . . . an ecology of community-campus relationships

Discovering common ground at the interface of the two starting points—student learning and community inter-

ests—is the primary challenge for engaging communities and campuses.

To do this, we need to see higher educational institutions as members of a living web of individuals and organizations that jointly contribute to a tangible geographic identity. As integral members of the communities in which they were founded and have made their histories, colleges are employers, land owners, landlords, purchasers of goods, procurers of services, gatekeepers of educational opportunities, and cultural centers. Many students come from nearby communities and many return to work and contribute as citizens in those communities. Faculty and staff contribute as members of those same communities. Elements of an educational program are often based on needs of local organizations and increasingly use experiential learning pedagogical approaches such as internships and service-learning.

We might even detect an inherent institutional groundedness—perhaps reminiscent of the mythical Antaeus, who renewed his strength by touching the earth, and indeed could only be defeated by Hercules when Hercules lifted him off the ground and thus away from his sustenance.

Such profound connections to surrounding communities are not inevitably valued in higher education, but we think that this concrete richness of educational setting and

experience can, for those independent colleges and universities who fully engage, provide one more pillar of institutional vitality.

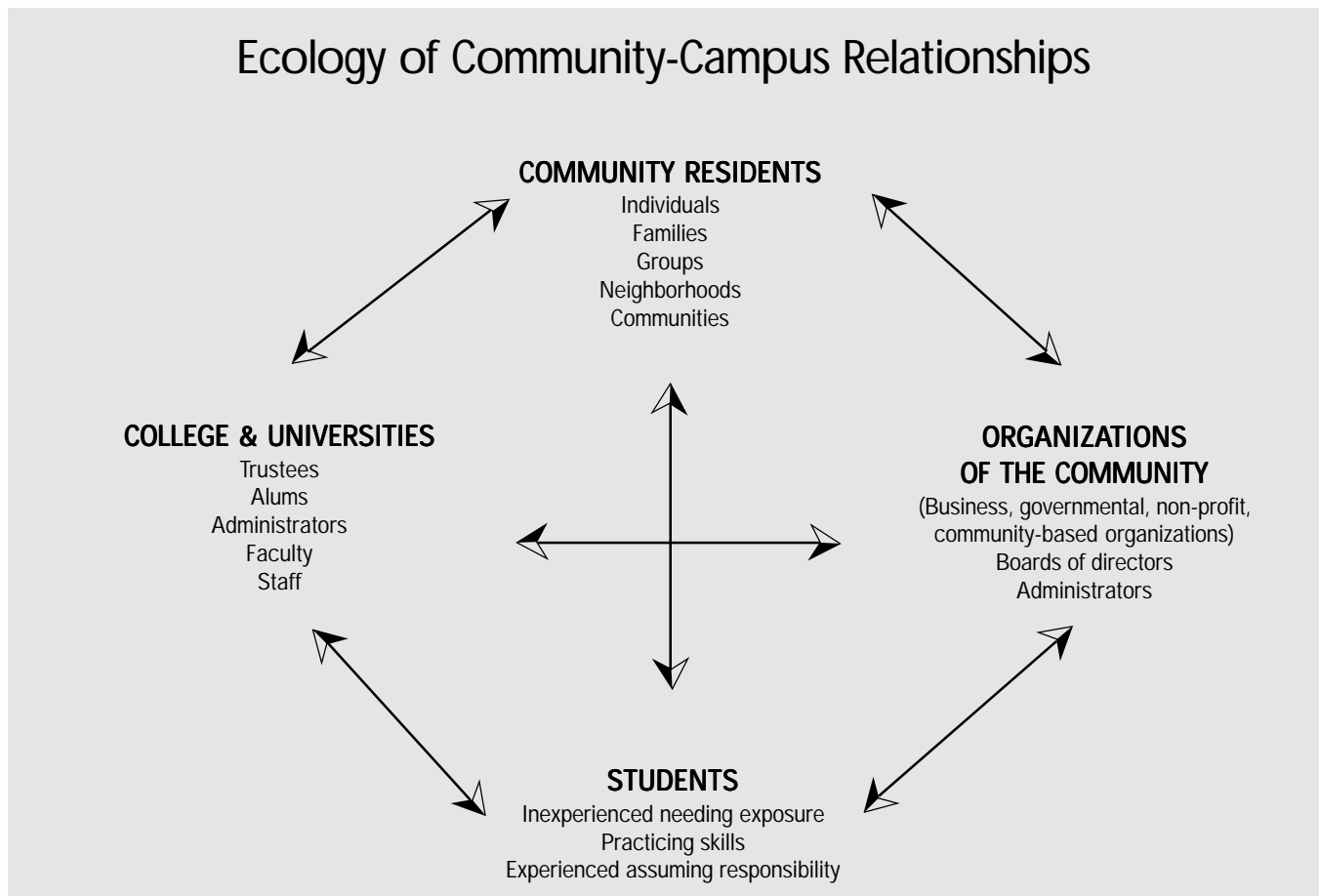
As a way to envision this ecological space, we highlight four (of a larger number) of distinct constituency groups: community residents, organizations of the community, colleges and universities, and college students. (See diagram on page 11.) Importantly, each has its own needs, dreams, and assets. Each is teacher and learner, contributor and beneficiary.

This ecological picture draws our attention to the multiple relationships not only possible but inevitable as students learn and act in the world. To move in the direction of sustaining partnerships, these relationships require a common ground of shared understanding, interdependence, and reciprocity that have not been frequently enough practiced between higher education and communities.

The rest of this paper outlines the steps that many institutions have begun to take as they seek to realize the significant benefits of engagement.

Building Institutional Capacity

To achieve a synergy that enhances both student learning and community interests, colleges and universities must create several types of capacity. * Many private institutions



A rural college has worked with a community of farmers, teachers, planners, industrialists, government officials, religious groups, bankers, and non-governmental workers. By generating partnerships between faculty, students and community members, The Center for Economic and Environmental Development (CEED) promotes sustainable agriculture, sustainable forestry, energy conservation, curriculum for sustainability, strategic environmental management, pollution prevention, ecotourism, sustainable visioning, and the integration of art and aesthetics with environmental protection. The watershed encompasses over 1,200 square miles and a population of 250,000. Faculty and students learn from the community about its needs, problems and possibilities. Community members, students and faculty work together to create a sustainable economic and environmental future.

have taken some steps in this direction, but lessons from a number of institutions working in this area suggest that more comprehensive and interconnected approaches may be warranted. Though it is unlikely that all institutions will establish identical strategies, an institution serious about weaving experiential learning into the fabric of the institution will need, at least, to consider the following: assisting faculty to develop knowledge and skills, establishing an infrastructure to relate to community organizations, attending to the overall academic culture, and establishing partner relationships with community organizations

1. Faculty Knowledge and Skills

To assist those faculty wanting to do this work as well as those who currently see barriers to their participation, institutions must assist faculty members to develop relevant knowledge and skills. In fact, expertise in the pedagogy of experiential learning seems a strong candidate, along with presenting material, communicating electronically, and promoting collaborative learning, to become an essential pedagogical competence of the 21st century faculty member. Unfortunately, neither graduate school nor their years as a professional has necessarily provided them with the skills needed for this work.

Faculty appreciate ways in which the community can become “text.” There is an epistemological aspect to learning in the world. Listening to community residents, or business managers, or social agency staff describe their challenges and engaging with them as they work toward solutions can alter not only how students learn but what

they learn. The complexity of public and workplace situations often results in knowledge that is different from that available in academic form. The dilemmas and opportunities which face communities today are often so unique that colleges discover that their knowledge base is inadequate to address them. This community-based knowledge does not replace but enriches more traditional academic offerings. More opportunities for the discovery of new knowledge for social purposes can be imagined as well. This realization opens the door to a powerful concept—the community as a source of teachers and of some of the most critical educational content. This particular point has relevance not only for student learning but for the faculty role in discovering and interpreting knowledge.

Faculty help students develop cross-cultural awareness. Involvement beyond the campus can often mean engaging with different cultures. Businesses and community organizations are comprised of communities of practice with their own world views and norms. Groups of community residents may be organized around ties of nationality, ethnicity, or belief different from those of students or faculty. Faculty must be able to work within these settings themselves as well as help students understand, appreciate, and learn from this cultural variety. Even the learning modes (e.g., is there a pedagogy of storytelling?) are likely to vary.

Faculty help students place learning in broader contexts. Internships that are part of a professional major usually have such a wider career frame around them, but do faculty help students spot the career relevance in service experiences? In general, faculty should enable students to identify personal values as well as larger societal issues or public policy implications embodied in specific student activities. Sometimes students raise these issues on their own, but faculty need an ability to connect the very specific action next door with the larger social dynamic, with common purposes, and with the public space that we all share.

Faculty practice the reflective arts. For the most part, opportunities to reflect on experiences in the world are essential for learning. Faculty need a repertoire of tools (from writing to discussions) that can prompt student reflection.

Faculty assess student experiential learning. Faculty will also require tools to assess this kind of student learning. Some of the reflective approaches will also have assessment potential. In addition, highly integrative devices such as

** It is possible to imagine a mirror image of these proposed capacities from the perspective of organizations in the community, and one of our goals in this project is eventually to produce such a companion piece.*

student portfolios will be important.

Faculty understand partnering. Much of the current delivery of education is done by faculty members acting individually, but experiential learning typically requires two kinds of partners. One is the institutional colleague, such as the service-learning coordinator, who often scouts out settings in the world and establishes relationships with staff of community organizations. The second partner is the staff of those community organizations. Even when a coordinator is the primary contact with the outside organization, faculty need to understand the mutuality of interest and the behavioral boundaries that undergird relationships between the college and its partner organizations. In both of these cases, faculty need to understand the faculty contribution to the work (not only their subject matter expertise but the competencies mentioned above), the important roles played by coordinators and community organizations, and where faculty initiative might be constrained by the needs of their partners.

2. Institutional Infrastructure

One clear lesson to date is that relating to community

organizations and residents is very labor intensive (corresponding, we think, to the significant student learning gains) and thus requires a significant level of institutional commitment and staffing.

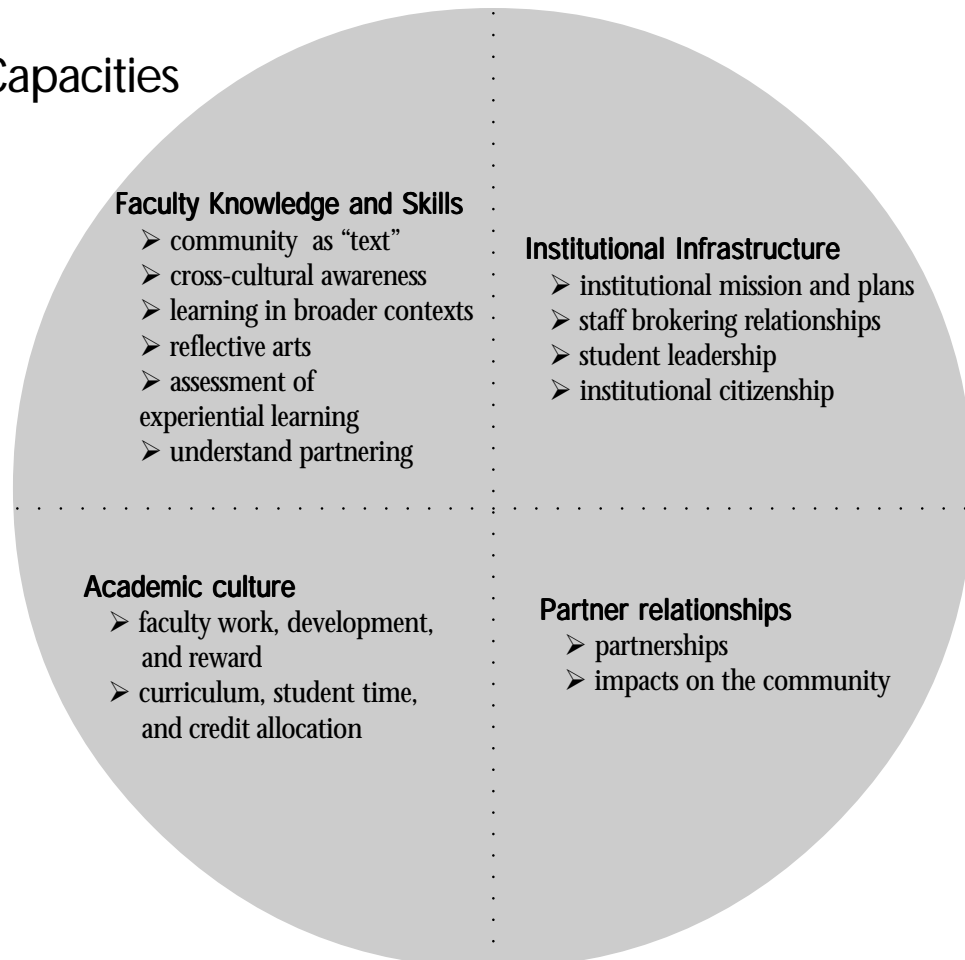
Top administrators frame learning and acting in the world in terms of institutional mission and strategic plans.

Leaders need to shape and articulate an institutional story that weaves together institutional mission, student learning, and community interests. This story should be embodied in overall institutional plans, budgets, and documents, since it affects the institution in a number of places and at several levels.

Professional staff broker community and institutional relationships. Coordinators of internships, service-learning, or experiential learning can be the primary institutional contacts with community residents and organizations, and can support faculty and students. In addition, they can establish clearinghouses and databases of community opportunities. Administratively, these tasks can be structured in various ways, using part-time or full-time staff as well as using students in these roles.

Students provide complementary leadership. Much of

Institutional Capacities



current activity has been student driven, and student-run organizations constitute a key part of the institution's infrastructure for being in the world. Institutions need ways to blend student leadership into coordinated approaches to enhancing learning and addressing community interests.

Institutions practice citizenship. To emphasize the seriousness with which institutions take both the educational potential and the community improvement potential of engaging with communities, institutions should, in their various non-educational connections with the community, act as a committed member of the community. The range of institutional policies and practices can thus contribute to the overall campus climate of legitimacy and priority for this work.

3. Academic culture

In addition to providing individual faculty with appropriate tools and skills, institutions can attend to the overall institutional framework for faculty work, development, and reward, and for student learning.

Institutions allocate, develop, and reward faculty work and responsibilities that recognize the value of learning

The Service-Learning Center of a college works as a “match-maker” between the local community and college faculty and students. Currently over 30 faculty representing virtually every discipline integrate Service-Learning into a regular course each semester. During the summers of 1997 and 1998, faculty workshops were held primarily at community sites to explore, “Are we really meeting true community needs, are we making an impact on the problems and sources of poverty in the community, and are we working in partnership with the community in ways that bring growth and learning to both or are we simply just conducting a beneficial exchange of service for education for students?” Partnerships which had emerged explored the needs of each stakeholder involved, identified outcomes desired by each partner and developed a shared mission for the impact of the work. These workshops provided faculty and community staff the time and space necessary for creative dialogue and building relationships. They explored core issues facing the city, with a focus emerging to actually make an impact on addressing these as partners. Internal dialogue with the college has increased and a community of faculty has emerged committed to further increase the college's sense of partnership with the local community.

and contributing in the world. Certainly institutions need to assist faculty in developing relevant knowledge and skills and to provide staff and other support mentioned in the two prior sections. But institutions also must establish an overall faculty culture of expectation—from faculty recruitment materials to policy manuals to tenure discussions—that indicate the institutional priority given these approaches. Finally, institutions need to factor this work into measures of workload and criteria for faculty evaluation.

Institutions recognize the implications of learning in the world for student time, credit allocation, and curricular sequence. Experiential learning requires that students spend their time differently than in the standard course patterns, so faculty should consider the use of student time as they integrate experiential learning into curricula and allocate credit.

4. Partner relationships

The final essential institutional capacity is developing long-term, reciprocal relationships with community organizations. Together, the institution and its partner organizations can discover and establish opportunities for student (and faculty) activity that both enhances student learning and meets community interests.

Institutions and community organizations form partnerships. Here the focus is on identifying the goals sought and assets brought by all parties. Formal mechanisms, such as advisory bodies and written agreements, can be important in framing the necessary mutuality and reciprocity. Institutions and community organizations can collaborate both in defining problems and in devising work that can achieve enhanced student learning and address community interests.

Institutions gauge the impacts of learning and acting in the world on the community. One difficulty with this broad ecological perspective is that faculty and administrators cannot control or even know of much of what transpires between various parties beyond the campus. So these individuals need ways of learning, in general, how things are going. Interestingly, there will typically be a symmetry in the individual impacts for both students and community residents (e.g., specific knowledge, interpersonal skills) and in the organizational impacts on institutions, business, and agencies (e.g., programs, policies, cultures). As noted earlier, a particularly important challenge for institutions is being aware of those occasions when the specific program activities are actually making matters worse. Institutions should develop means to assess the effects of learning and acting in the world activities on the range of individuals and organizations participating.

ENGAGING COMMUNITIES AND CAMPUSES

The Grants Program

At its core, this grants competition is an opportunity for institutions to extend and deepen their commitments to promoting student learning and to addressing community interests. Specifically, we expect that institutions, working in partnership with community organizations, will seek to improve their institutional capacity to do this work. The *Working Paper* not only describes the beliefs and assumptions on which the grant program is based but also, in the “Building Institutional Capacity” section (pages 5-8), gives additional detail about the four key types of activities that are particularly relevant for these grant supported institutional and community efforts.

In the grants component of the *Engaging Communities and Campuses* program, we expect to support institutions that demonstrate an *overall* institutional commitment to this work. Therefore, it will be important, first, that each institution has already built some capacity in the four key areas or be proposing to do so. Second, it will also be important to articulate the ways in which the proposed activities both draw support from and provide support for the capacities already in place. The “Institutional Data Form” (pages 17-19) is organized by these four categories and thus provides an opportunity for the institution to summarize its current capacities, individually and in collaboration with its community partners. The proposal narrative should describe the connections among these various areas.

Program Expectations

Advisory Committee

The proposed initiative should involve one or more advisory committees as one way in which institutions and community organizations work together as the institution builds greater capacity to engage with communities. The committee(s) should include individuals representing community entities and the institution. These committees can be existing or new. They can have a broad purview (e.g., community development and institutional improvement), or focus on particular institutional capacities (e.g., faculty development or curriculum development); but in all cases, the institution should be working in collaboration with its community partners.

Expectations of participating institutions

1. Personnel for Proposed Activities. The college or university president will serve as the base of communications and as the agent for all initial aspects of the grant program, including proposal request and submission, announcement of the grant awards, completion of the grant agreement, and acceptance and acknowledgment of all grant payments. Each institution will also be expected to identify an individual as the ongoing contact with CAPHE. It is expected that a portion, if not all, of the individual's time will be devoted to directing the proposed activities. Release time from regular duties is to be built into the budget. See *Salaries and Wages* (page 13) for more information.
2. Program Meetings. Each grantee will be required to send a team of at least three to four individuals representing the partnering organizations to each program meeting. A condition of the grant award will be the president's attendance at the first meeting, scheduled for March 1-3, 2001. It is estimated that one meeting will be held per grant year. The remainder of the program meetings will be announced after the awards are made.
3. Reports. Grantees will be required to submit narrative and financial reports that describe their experiences, successes, and challenges and the significance of those experiences in achieving their goals and objectives. Detailed guidelines for interim and final reports will be presented and discussed during the first program meeting.
4. Grants and Matching Funds. Grant funds may be designated for use by both the institution and partnering

community organization(s); however, the college or university will serve as the grant's fiscal agent. Grantees are required to provide a fifty percent (50%) match of grant funds. For example, if you are awarded a \$75,000 grant, the total cost of your proposed set of activities must reflect, at a minimum, a match worth \$37,500 for a grand total of \$112,500. You must provide your share through payment in cash or in-kind, fairly evaluated, including facilities, equipment or services. Volunteer service activities cannot be included in your matching contribution. Your share may come from institutional resources and/or community resources. *Note: At CAPHE's discretion, grants may be awarded at levels other than the requested amount. Such decisions will be guided by a consideration of the proposed set of activities, in relation to the requested amount. CAPHE staff will consult with those applicants offered awards that differ by more than \$3,000 from the requested amount (above or below), prior to making the award.*

5. Grant Payments. Grant payments will be made on the following schedule: one half of the grant amount at the time of the award announcement; one half of the grant amount minus \$5,000 after the second interim report and budget is received and accepted by CAPHE (estimated due date, January 30, 2002). The final \$5,000 will be made upon receipt and acceptance of a final report due Spring 2003.

Idea development and sharing

A key focus of the overall grant program is to ensure that the promising ideas that emerge from these activities—linking student learning and community interests—are communicated to a wider group of institutions and community organizations beyond those receiving grants. The *Engaging Communities and Campuses* grant program includes an extensive program of information sharing among the grantees, both to benefit the grantees and to provide information and ideas to institutions and community organizations beyond the grantee group. Program meetings will include the involvement of higher education and community development consultants, who will serve as advisors to assist in both the implementation of grantee activities and in the documentation of information that can be used for the benefit of others. A variety of electronic communication strategies will be used to facilitate the sharing of information among grantees, as well as the dissemination of effective practices that emerge from grantee activities.

Proposal Process

The selection process will be based on competitively reviewed proposals. The following describes selection criteria that will be used, recommended proposal content, submission procedures and dates, and how to obtain assistance.

Prospective applicants should note that we are interested in developing a *portfolio* of grantees that meet the program's multi-institutional objective: supporting applicants whose proposed set of activities hold significant promise for producing effective practices that can be shared with others engaged in similar work; *and* the program's local (both community and institutional) objectives: supporting applicants whose proposed activities hold significant promise for increasing the institution's capacity and commitment to promoting student learning while addressing community interests.

We also seek to establish a portfolio that broadly represents a range of private liberal arts institutions and community organizations engaged in this work. Thus we seek to balance: 1) geographic region; 2) types of activities pursued—according to the four key areas: faculty knowledge and skills, institutional infrastructure, academic culture, and partner relationships; 3) institutional type (for example, women's, co-ed, and men's colleges; urban, rural and suburban; and Historically Black Colleges and Universities, Hispanic-Serving Institutions, Predominantly White Institutions, etc.); and 4) types of community organizations partnering with colleges and universities (for example, businesses, government entities, non-profit organizations, schools, community-based organizations, etc.).

Selection criteria. All applicants will be assessed for the following criteria:

1. **Significance:** To what extent does the proposed set of activities contribute to the grant program's overarching goal of building a core set of community-oriented and institutional-oriented effective practices that enable community organizations and colleges and universities to work together to enhance student learning and address community interests?

2. **Impact:** To what extent do the proposed set of activities: a) enable the community organizations to increase their capacity to work effectively with higher education institutions to enhance community interests; and b) enable the college or university to increase its capacity to enhance student learning through educational opportunities that focus on community interests?

3. **Readiness:** To what extent is the proposed set of activities built on the institution's history of community engagement work, thus enabling it to address identified areas of weakness? To what extent does the proposed set of activities represent the next logical step for deepening the institution's commitment and capacity to do this work? To what extent is the proposed set of activities built on the community organization's interests, and representative areas of community development to which the institution is reasonably capable of contributing?

4. **Institutionalization:** To what extent do the activities designed appear to be appropriate strategies to enable the adoption and integration of effective principles and practices into the ongoing work of the institution and the community organization(s)?

5. **Overall Commitment:** To what extent does the proposed work reflect a genuine commitment to the overarching goals and objectives of the grant program on behalf of: a) the community organization(s), and b) the institution?

Proposal formats and number of copies. Applicants must submit the original and six copies of the proposal and supporting documents, organized in the order specified below and held together using binding clips or staples. Please do not use notebooks, binders, special covers, or the like. We also discourage submission of extra materials. These will typically not be considered part of the proposal and will not be forwarded to reviewers. *Fax and e-mail submissions will not be accepted or considered for grants.*

Proposal content and instructions. *Each proposal should include the following items, in the specified order:*

1. **Cover Sheet** (form enclosed)
2. **Narrative**
 - Institutional Data Form (form enclosed)
 - Description of the institution's previous work within the community
 - Description of the institution's and community organization's missions and their strategic interests in working together
 - Description of College/Community Advisory Committee (purpose statement and list of members)
 - Proposed activities
3. **Institutionalization Statement**
4. **Supporting Materials**
 - Letter of support from president
 - Letter of support from key community organizations(s) that intend to partner with the institution
5. **Budget**
 - Budget items (form enclosed)
 - Budget narrative
6. **Current Audited Financial Statement for the Institution**

Instructions for completing documents

1. **Cover Sheet.** Please use the enclosed "Proposal Cover Sheet" or a computer generated facsimile. The cover sheet identifies the institution, requests the signatures of the chief executive of the institution, identifies the community partnering organization(s), and identifies the individual from the institution who will have primary responsibility for guiding the proposed work. A brief abstract of the proposed set of activities must also be provided.

2. **Narrative.** We ask that the narrative portion of the proposal be limited to 18 double-spaced pages.

- **Institutional Data Form (form enclosed)**

The enclosed form enables each institution to provide a “snapshot” of its previous work in the four key areas that are being pursued through this grant initiative. The form enables documentation of a range of activities that advance student learning by working in partnership with community organizations.

- **Description of the institution’s previous work within the community**

Provide a brief description of the institution’s history of community relations. Identify major efforts, both success stories and learning opportunities, which affect the institution’s current relationships within the community. Briefly describe current activities of students, faculty, staff, alumni, etc., who are working with community organizations, and the purpose of those relationships. You may also make reference to information provided on the Institutional Data Form (see above).

- **Description of the organizations’ missions and strategic interests in working together**

Provide a brief description of the institution’s and the community organization’s missions and an explanation of why each of you is interested in partnering. In addition, identify any strategic initiatives currently being pursued—independently, together, or with other organizations—that help to explain the relevance of the proposed set of activities to each organization’s overall goals and objectives.

- **Description of College/Community Advisory Committee (purpose statement and list of members)**

Provide a brief description of the advisory committee comprising institutional and community representatives, including each individual’s title and organizational affiliation. It is our expectation that the role of the advisory committee will be explicitly identified, for example, designing and planning the activities included in the proposal; carrying out the proposed activities; assessing the impact of the proposed activities on the institution and the community; and identifying the effective practices that will be integrated and institutionalized into the institution and the community organizations. Please provide a list of the specific activities in which the advisory committee has agreed to become engaged, and a description of how the committee will monitor and refine, if necessary, its own activities.

- **Proposed Activities**

a) Please provide a description of the purpose (or purposes) and goals of the proposed set of activities. Be certain to explain how the proposed set of activities relates to the four key areas of work (faculty knowledge and skills, institutional infrastructure, academic culture, and partner relationships) being pursued through this grant program. Note: proposals must demonstrate a broad understanding of how the four areas of work are interrelated, as well as demonstrate the ways in which the institution and community organizations will remain attentive to these relationships.

b) Explain how these activities will lead to the institution’s increased capacity to link community interests with learning, thus enhancing learning and addressing community interests. Clearly state the community-identified interests that will be pursued. Provide detail of timeline, activities, and responsibilities of program leaders, participants from the institution, members of the community, and the College/Community Advisory Committee, which will be required to achieve your goals.

c) Integrate into the description of the proposed set of activities the impacts you believe the activities will have on the institution and the community organizations. This is to include a concise statement on how you will measure the impact on these entities; an identification of the concrete measures you will use; and a description of the benchmarks that will be used to help you interpret the impacts of the proposed activities.

3. Institutionalization Statement.

We expect the proposed set of activities will provide a foundation upon which this work—linking community interests with student learning—will continue long after these funds have been expended. Please provide concrete examples of how the institution and community organizations intend to ensure the adoption of the effective principles and practices that result from these activities into the ongoing work of the institution and the community organizations. Identify the individuals within the institution and community organizations who will be responsible for guiding the institutionalization of various efforts into the entities. We encourage you to consider making this a role or function of the College/Community Advisory Committee. Lastly, be certain to identify the resources (fiscal, human, etc.) you will draw upon in order to ensure the institutionalization of these efforts.

4. Supporting Materials.

- **Letter of support from the president**

A letter of no more than one page from the college or university president should describe his/her personal and organizational commitment to the proposed set of activities, his/her ability to participate in the first grantee conference (March 1-3, 2001), and how the proposed activities will serve the institution's interest in becoming an engaged campus.

- **Letter of support from key community organization(s) that are partnering with the institution**

A letter of no more than one page from the leadership of the partnering community organization(s) should describe his/her personal and organizational commitment to the proposed set of activities—describing the benefits the community organization(s) hopes to derive from its participation in the grant program.

5. Budget. (Form enclosed).

Please use the budget form provided to present the budget for the total cost of the proposed set of activities. You may apply up to fifteen percent (15%) of the total personnel expenses to indirect cost expenses. *Note: a fifty-percent (50%) match of the grant award is required. The match may be accounted for by cash payments or in-kind contributions. Volunteer service activities may not be included in the match. The match may be derived from a combination of institutional and community organization resources.* The budget should be consistent with the following specifications:

- **Budget Items**

The budget form reflects an expectation that both the college or university and the partnering community organization(s) will develop a budget to support their participation in the proposed grant activities.

Item 1. Salaries and wages. It is expected that during the grant period, an individual will be identified to direct the activities. If a faculty member is provided release time, you should indicate the average dollar equivalent for his/her release from courses. Be certain to identify any new employees hired by the institution or community organization associated with directing the proposed activities. Beyond that salary expense, you should include on this line only *additional* salary and wage expenditures required explicitly to carry out the activities. For example, if an additional staff member is released from other responsibilities, include only the costs involved in covering the responsibilities from which the staff member has been released, not the portion of the staff member's time spent on carrying out various grant activities. In accounting for additional college and other community organization contributions, please estimate the value of that contribution in dollars. *Contributions of volunteer hours cannot be included in the matching requirement.*

Item 2. Employee benefits. Proportion of employee benefits applied to salaries and wages in item 1.

Item 3. Consultants. Include only direct costs for assistance with associated activities. This line should not include costs for CAPHE consultants who will provide assistance to grantees through the CAPHE office.

Item 4. Travel. Travel for college employees and community personnel involved in program activities, for professional training of personnel, and to consult with other colleges and community organizations, etc.

Item 5. Conferences and meetings. On the first line for this item, include travel, lodging, and per diem costs

for teams of three to four individuals representing the community organizations and the institution to attend the three CAPHE-sponsored conferences required for participation in the grant program. Lodging at CAPHE conferences is estimated at \$100-130/night. CAPHE will cover registration fees, materials, and most meals.

The second line for this item should include anticipated non-CAPHE-sponsored conference and meeting expenses for college personnel and community representatives.

Item 6. **Materials and supplies.** Include costs for materials and supplies necessary to perform grant activities.

Item 7. **Other.** Note that grant funding may not be used for major equipment purchases such as computers or software or for capital improvements unless a strong case can be made that such are essential for achieving the goals of the grant activities. Where such purchases are essential there should be an appropriate justification in the budget narrative. Approvals for the purchasing of computer software are infrequent, and can only be obtained by special request. Contact CAPHE staff for further information. Equipment rental is discouraged, but may be included with justification in the budget narrative.

Item 8. **Indirect costs:** Indirect costs are to be calculated at fifteen percent (15%) of the total personnel expenses (salaries, wages, and fringe benefits).

6. Budget Narrative. (No more than three pages).

Please provide an explanation of the costs involved in each budget item for both the institution and the community organizations. If not provided in the proposal narrative, describe how consultant fees, conference attendance, travel, and any major costs items relate to the accomplishment of the proposed set of activities.

Submission of the proposal

Applicants must submit the original and six copies of the proposal and supporting documents, organized in the order specified and held together using binding clips or staples. Please do not use notebooks, binders, special covers, or the like. We discourage the submission of additional materials not requested. These will not be considered part of the proposal and will not be forwarded to reviewers.

Proposals and the required supporting documents must arrive in the CAPHE office no later than 5:00 P.M. EST on Friday, October 6, 2000. This deadline will be observed strictly, and the responsibility for meeting it rests solely with the applicant. Materials may not be submitted via facsimile machine or as e-mail attachments. Please submit the proposal to:

Engaging Communities and Campuses Program
Consortium for the Advancement of Private Higher Education (CAPHE)
One Dupont Circle, N.W., Suite 320
Washington, DC 20036-1110

Questions or Clarification

Please contact Michelle Gilliard, Executive Director of CAPHE at (202) 466-7230, should you have any questions about the preparation of your proposal.

ENGAGING COMMUNITIES AND CAMPUSES

Proposal Cover Sheet
Deadline: October 6, 2000

Please return application to: **Engaging Communities and Campuses Program**
Consortium for the Advancement of Private Higher Education (CAPHE)
One Dupont Circle, N.W., Suite 320 • Washington, DC 20036-1110

1. Legal Application (College or University)

Name: _____
Address: _____

2. Contact Person (College or University)

Name: _____
Title: _____
Phone: _____
Fax: _____
E-mail: _____

3. Community Partner(s)

(use additional sheet of paper, if necessary)

Organization: _____
Name: _____
Title: _____
Address: _____
Phone: _____
Fax: _____
E-mail: _____

4. Proposal Abstract

Please limit description to the space provided

5. Authorizing Official

President: _____
Phone Number: _____
Date: _____
Signature: _____

ENGAGING COMMUNITIES AND CAMPUSES

Institutional Data Form

Institution _____

The following data will help us learn more about the content of your proposal in relation to your institution's community engagement and your institution's efforts to become an engaged campus.

A. Faculty Knowledge and Skills

1. What approximate percentage of your institution's faculty integrate experiential learning activities (e.g. course-based service-learning, internships, etc.) into their courses?

0 – 5 % ____ 6 – 10% ____ 11 – 20% ____ 21 – 30% ____ 31+% ____

B. Academic Culture

2a. Does your institution offer faculty development opportunities (e.g., course development assistance, learning assessment techniques, assistance with establishing relationships with community organizations, orientations for students and faculty regarding effective strategies for working with community organizations, etc.) for those interested in incorporating experiential learning methods into their courses?

Yes ____ No ____

2b. If yes, briefly list the types of resources that are available.

_____	_____
_____	_____
_____	_____
_____	_____

3a. Does your institution's faculty roles and rewards structure reflect the changing nature of faculty work associated with experiential learning pedagogies? Yes ____ No ____

3b. If yes, how? _____

4. What percentage of students are involved in non course-related community service-oriented extracurricular activities through the following types of programs?

Non-Greek social clubs/organizations: _____%
Greek-oriented social clubs/organizations: _____%
Volunteerism: _____%
Other: _____ %

5. Does your institution have a community service requirement as a part of its general education curriculum?
Yes _____ No _____

6. Please identify those disciplines in which students are required to engage in experiential learning activities (e.g., course-based service-learning, internships, practicum, clinical experiences, etc.) as a part of the major's requirements.

_____	_____
_____	_____
_____	_____
_____	_____

C. Institutional Infrastructure

7. Please identify any administrative offices, centers, etc., that help coordinate activities between the institution and community organization(s) for courses and non-credit community service activities.

Name of Office	To which office does the center director report ? (e.g., student affairs, academic affairs, other)
_____	_____
_____	_____
_____	_____
_____	_____

D. Partner Relationships

8. Please list any programs or institutional initiatives (previous and current) in which students, faculty, and/or staff are working in partnership with the community to improve the quality of life for those who live and work within the community.

Name of Program/Initiative		Yes/No
_____	Initiation Date _____	Existing Today? _____
_____	Initiation Date _____	Existing Today? _____
_____	Initiation Date _____	Existing Today? _____
_____	Initiation Date _____	Existing Today? _____

9. Please list the name(s) of any committees, boards, panels, etc., in which college faculty, staff, and/or students serve with community representatives to address topics of mutual concern (either at the institution or within the community).

Committee Name	College Representatives (faculty, staff, students)	Origin of Committee (community, college, joint)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ENGAGING COMMUNITIES AND CAMPUSES

Budget Form

Institution: _____

	Grant Funds		Matching Funds		Total
	Institution	Community	Institution	Community	
1. Salaries and Wages (professional and clerical)	_____	_____	_____	_____	_____
2. Employee Benefits	_____	_____	_____	_____	_____
3. Consultants	_____	_____	_____	_____	_____
4. Travel	_____	_____	_____	_____	_____
5. Conferences and Meetings					
CAPHE meetings	_____	_____	_____	_____	_____
Other meetings	_____	_____	_____	_____	_____
6. Materials and Supplies	_____	_____	_____	_____	_____
7. Other (printing, telephone, equipment rental, etc.)	_____	_____	_____	_____	_____
8. Indirect Costs	_____	_____	_____	_____	_____
Total	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

CONSORTIUM FOR THE ADVANCEMENT OF PRIVATE HIGHER EDUCATION
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E-mail: engaging@cic.nche.edu