

GRAHAM-FREY CIVIC AWARD

DEADLINE to be submitted via email: July 1st, 2011



Award Information

The Graham-Frey Civic Award was named in recognition of the extraordinary civic contributions made by U.S. Senator Bob Graham and Congressman Lou Frey. This award recognizes outstanding contributions to the development of civic learning and engagement in sustaining our participatory democracy. Applicants will be judged according to the criteria expressed in the Michigan Journal of Community Service Learning (see attachment, *Goal Categories for Purposeful Civic Learning and expanded by Florida Campus Compact*). If funds permit, it is our intention to recognize and feature finalists at our Awards Gala this fall.

All application packets (application form, professional summary, and curriculum vitae or resume) should be directly submitted via email, to awards@floridacompact.org with the email subject line reading *Graham-Frey Civic Award*. Two letters of recommendation, along with the two completed recommendation forms, should be directly submitted from the recommender via email, to awards@floridacompact.org with the email subject line reading *Graham-Frey Civic Award*. **All application packets and letters of recommendation must be received by 5:00pm July 1st, 2011.** Applicants will receive an email confirming their packet has been received.

Eligibility

- Applicants may be a service-learning faculty member, campus-community partnership, volunteer office, or another collegiate program that yields civic outcomes.
- Applicants 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 and expanded by Florida Campus Compact*).
- All applicants must be employed at a Florida Campus Compact member institution in good standing.

Requirements

1. A completed **application 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 and expanded by Florida Campus Compact*). Please include specific examples for as many of the listed Goal Categories as possible.
***Professional Summary should be a maximum of 3 pages, Times font, 12 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 your work.
4. **Curriculum Vitae or Resume.**

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Application Form

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Nominee: _____

Title: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

University/College: _____

Department/Discipline: _____

Expectations

By submitting this application, I hereby agree to provide a headshot photograph if selected, and consent to having my photo posted on the Florida Campus Compact website. I hereby authorize and consent to the forwarding and review of this information to the selection committee. I understand that my information will be reviewed by authorized members of the selection committee in evaluating me for the Graham-Frey Civic Award.

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Support Form

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Nominee: _____

Recommender's Last Name: _____ First Name: _____

Title: _____ Phone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

Letter of Support

Please attach your letter of support explaining why you believe the nominee deserves to be recognized for the Graham-Frey Civic Award. In particular, please indicate how the nominee meets the criteria of the Indicators of Engagement for this particular award.

*Note to Recommender: This award will recognize the most outstanding contributions to civic learning in the state of Florida. Therefore, please carefully consider the selection criteria relative to the contributions of the institution.

Signature of Recommender: _____ Date: _____

For questions, please email awards@floridacompact.org or call 850-488-7782.

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Goal Categories for Purposeful Civic Learning

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

Academic Learning –that helps students understand and be prepared for involvement in the community

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

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

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

Leadership Learning – that prepare students for community accomplishment

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

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

Examples of Curricular and Co-Curricular Civic Learning Objectives

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 objectives 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.