

# The President's Higher Education Community Service Honor Roll Application

**Program Purpose:** The President's Higher Education Community Service Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. The Honor Roll is part of the Corporation for National and Community Service's strategic commitment to engage millions of college students in service and celebrate the critical role of higher education in strengthening communities.

The President's Interfaith and Community Service Campus Challenge is a parallel national initiative that was launched in 2011, based on recommendations from President Obama's inaugural Advisory Council on Faith-based and Neighborhood Partnerships. Administered by The White House Office of Faith-based and Neighborhood Partnerships and the Center for Faith-based and Neighborhood Partnerships within the Department of Education, the President's Challenge invites institutions of higher education to commit to a year of interfaith cooperation and community service programming. Over 400 colleges and universities and nearly 200,000 people to date have been involved in advancing interfaith service in their communities.

Starting this year, the President's Challenge will be integrated with the Honor Roll, creating a new recognition category. This track recognizes higher education institutions that reflect the values of exemplary interfaith community service. Interfaith Service involves people from different religious and secular backgrounds tackling community challenges together while building meaningful relationships across lines of difference.

Presidential Awards are made for General Community Service, Education, Economic Opportunity, and the Interfaith Service. Applicants may elect to apply for just one recognition category or all four categories. Applicants will be considered in each category for which they apply. Applicants must provide at least three project descriptions for each category in which they apply. An applicant may apply for one or more of the four categories noted, however, for each category, the applicant must provide at least three project descriptions. If you would like more information about the President's Higher Education Interfaith Community Service Challenge please be sure to check the appropriate box below.

**Uses of information:** Information provided in the "exemplary project" descriptions may be published in connection with the Honor Roll on the Corporation for National and Community Service (CNCS) website and partner websites. Information provided by this collection will be held solely by CNCS staff and partner agencies/organizations.

## REGISTRATION INFORMATION

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Account Information

Username: \_\_\_\_\_

Password: \_\_\_\_\_

Email Address: \_\_\_\_\_

Name of Contact Person

First \_\_\_\_\_ Last: \_\_\_\_\_

Department/ Office: \_\_\_\_\_

Email Address: \_\_\_\_\_

Indicate which categories your institution is applying for:

- General Community Service
- Education
- Economic Opportunity
- Interfaith Community Service

All of the above

Would you like more information about the President's Higher Education Interfaith Community Service Challenge?

Yes

No

### APPLICANT INFORMATION

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Institution of Higher Education: \_\_\_\_\_

(Official institutional name, as it will appear on the Honor Roll)

Name of chief executive officer: First: \_\_\_\_\_ Last: \_\_\_\_\_

Title (President, Chancellor, other): \_\_\_\_\_

Mailing Address: Street Line 1: \_\_\_\_\_

Street Line 2: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_

ZIP: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email address: \_\_\_\_\_

Interfaith Service Staff Lead: First: \_\_\_\_\_ Last: \_\_\_\_\_

Department/ Office: \_\_\_\_\_

Email Address: \_\_\_\_\_

Campus Community Service Coordinator: First: \_\_\_\_\_ Last: \_\_\_\_\_

Department/ Office: \_\_\_\_\_

Email Address: \_\_\_\_\_

Official Department Contact Information: Street Line 1: \_\_\_\_\_

(If different from main contact) Street Line 2: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_

ZIP: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email address: \_\_\_\_\_

Institution's 6-digit IPEDS code \_\_\_\_\_ and 8-digit OPEID number \_\_\_\_\_

Both are listed on COOL, at <http://nces.ed.gov/ipeds/cool>)

Total student enrollment (graduate and undergraduate, full and part-time): \_\_\_\_\_

Institutional type (Check one):

Two-year public: \_\_\_\_\_

Two-year private: \_\_\_\_\_

Four-year public: \_\_\_\_\_

Four-year private: \_\_\_\_\_

Graduate students only, public \_\_\_\_\_

Graduate students only, private \_\_\_\_\_

Other (please describe) \_\_\_\_\_

Minority-serving institution (Check as appropriate):

Alaska Native Serving Institution \_\_\_\_\_

Asian America and Pacific Islander Serving Institution \_\_\_\_\_

Historically Black College or University: \_\_\_\_\_

Hispanic-Serving Institution: \_\_\_\_\_

Native Hawaiian Serving Institution \_\_\_\_\_

Native-American Serving (non-tribal) Institution \_\_\_\_\_

Tribal College or University : \_\_\_\_\_

Predominantly Black Institution \_\_\_\_\_

Predominantly Minority Population Community College \_\_\_\_\_

Institutional religious affiliation, if any (Check one):

Catholic: \_\_\_\_\_

Methodist: \_\_\_\_\_

Presbyterian: \_\_\_\_\_

United Church of Christ: \_\_\_\_\_

Evangelical Lutheran Church of America \_\_\_\_\_ Jewish: \_\_\_\_\_

Buddhist: \_\_\_\_\_

Muslim: \_\_\_\_\_

Secular/Not Applicable: \_\_\_\_\_

Other (please describe) \_\_\_\_\_

Have you ever been a member of the Honor Roll?

Yes \_\_\_\_\_

No \_\_\_\_\_

Don't know/ data not available \_\_\_\_\_

If yes, have you ever emphasized in your marketing materials (website, brochures, etc) membership on the Honor Roll?

Yes \_\_\_\_\_

No \_\_\_\_\_

Don't know/ data not available \_\_\_\_\_

How did your institution learn about the Honor Roll program? (Indicate all that apply):

Media advertisement \_\_\_\_\_

Media news story \_\_\_\_\_

CEO's letter to higher education chief executives \_\_\_\_\_

Outreach by CNCS or its programs \_\_\_\_\_

Outreach by Interfaith Youth Core \_\_\_\_\_

Outreach by the Department of Education	_____
Outreach by Campus Compact	_____
Outreach by another higher education organization	_____
American Council on Education Annual Meeting	_____
National Conference on Volunteering and Service	_____
Other	_____

**Definitions**

**Community service** means: activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning , co-curricular service-learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Federal Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

**Interfaith service** means: the above service activities with intentional interfaith engagement components incorporated including (but not limited to) post-service reflection on interfaith collaboration, service-issue themed interfaith dialogue, religiously diverse and secular service organizers and participants, service partnerships with faith-based and secular community organizations, student enrollment in interfaith curriculum coupled with service hour requirements.

**Academic service-learning** means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

**CNCS programs** include: AmeriCorps VISTA, AmeriCorps State and National, AmeriCorps NCCC, Senior Corps, and Social Innovation Fund.

**Academic term** means: quarter, semester or trimester.

**Economic Opportunity** means using service to improve the financial well-being and security of economically disadvantaged individuals.

\*\*\*\*All estimates requested in this application are for the  
12-month period ending June 30, 2013 \*\*\*\*

**Institutional Commitment to Community Service Statement**

**Describe** your institution’s commitment to community service; provide the background and context of this commitment and brief, varied examples of how it is demonstrated on campus and in the institutional culture. This is your opportunity to explain the culture of community service that exists at the institution and the impact that this culture has on the community.

**Also describe** your institution’s commitment to interfaith community service through intentional interfaith engagement and how this ties into the commitment to service; provide all of the above background, context, and examples to explain the culture of interfaith cooperation that exists at the institution and how this enhances the service work of your institution and its impact on the community.

This statement MUST include:

- Detailed discussion of the institutional commitment to community service, including:
  - o Explanation of the commitment of institutional resources to support service (for example staffing, budgeting, etc.);



The project selected for this section should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community. Additionally, the project should include explicit interfaith engagement components that align with the institution’s interfaith service commitment.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.);
  - Who benefits from the service;
  - Detailed evidence, including quantification, and description of the project’s benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.
- Clear connection to the Institutional Commitment to Interfaith Service, including an explanation of:
  - The different religious and secular perspectives represented by service organizers and participants
  - How interfaith engagement was incorporated into the service project
  - Detailed evidence, including quantification, and description of the project’s impact on the interfaith culture of the campus.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service);
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

Max. 4000 characters

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Project Scope:

<b>Total Number of Participating Students</b>	
<b>Students Participating in Curricular Projects</b>	
<b>Students Participating in Extra-Curricular Projects</b>	
<b>Number of Student Hours Served</b>	
<b>Number of Participating Faculty/Staff</b>	
<b>Number of Faculty/Staff Hours Served</b>	
<b>Participating in Curricular Projects</b>	
<b>Participating in Extra-Curricular Projects</b>	
<b>Estimated Number of Individuals Served</b>	

**Evidence of Project Effectiveness:**

**Quantity**

- Economic Opportunity
  - Houses built
  - Meals served
  - Hours of job training and support provided
  - Other
  
- Education
  - Students tutored/mentored
  - Students assisted in undertaking service-learning
  - Books read
  - Other
  
- Environment
  - Community gardens built
  - Streams monitored/remediated
  - Bags of garbage collected
  - Cans and bottles recycled
  - Other
  
- Health
  - Number of people provided with health screenings

- o Nutrition/healthy living lessons taught
- o Other
- Veterans and Deployed Personnel
  - o Veterans assisted with reintegration into the community
  - o Military families assisted
  - o Other
- Other
- Interfaith Engagement
  - o Number of students who learned something new about a denomination, religion, or secular perspective different than their own
  - o Number of students who committed to participating in future interfaith events
  - o Number of the above students who were first-time participants of an interfaith event
  - o Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective
  - o Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own
- Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)

**General Community Service: Student Participation in Service**

Estimate:

a) The number of students who engaged in academic service-learning.	
b) The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count).	
c) The total number of students who engaged in community service of any kind (sum of a and b).	
d) The number of students who engaged in at least 20 hours of any kind of community service per academic term.	



e) The number of students whose service was supported by one or more CNCS programs.	
f) The total number of all community service hours engaged in by the institution's students.	

## **EDUCATION SECTION**

**Project Title:** \_\_\_\_\_

In this section, your institution may apply in one or both of the two special categories: education and economic opportunity. A project submitted for the education special category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity special category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this section should be the ones that most clearly align with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community. Additionally, the project should include explicit interfaith engagement components that align with the institution's interfaith service commitment.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description **MUST** include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.);
  - Who/what benefits from the service;
  - Detailed evidence, including quantification, and description of the project's benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.
- Clear connection to the Institutional Commitment to Interfaith Service, including an explanation of:
  - The different religious and secular perspectives represented by service organizers and participants
  - How interfaith engagement was incorporated into the service project
  - Detailed evidence, including quantification, and description of the project's impact on the interfaith culture of the campus.

A strong project description **SHOULD** also include:

- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extra-extracurricular activity;
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

Max. 4000 characters

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**Project Scope:**

<b>Total Number of Participating Students</b>	
<b>Students Participating in Curricular Projects</b>	
<b>Students Participating in Extra-Curricular Projects</b>	
<b>Number of Student Hours Served</b>	
<b>Number of Participating Faculty/Staff</b>	
<b>Number of Faculty/Staff Hours Served</b>	
<b>Participating in Curricular Projects</b>	
<b>Participating in Extra-Curricular Projects</b>	
<b>Estimated Number of Individuals Served</b>	

**ECONOMIC OPPORTUNITY SECTION**

**Project Title:** \_\_\_\_\_

In this section, your institution may apply in one or both of the two special categories: education and economic opportunity. A project submitted for the education special category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity special category should detail the community

service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this section should be the ones that most clearly align with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community. Additionally, the project should include explicit interfaith engagement components that align with the institution’s interfaith service commitment.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description **MUST** include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.);
  - Who/what benefits from the service;
  - Detailed evidence, including quantification, and description of the project’s benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.
- Clear connection to the Institutional Commitment to Interfaith Service, including an explanation of:
  - The different religious and secular perspectives represented by service organizers and participants
  - How interfaith engagement was incorporated into the service project
  - Detailed evidence, including quantification, and description of the project’s impact on the interfaith culture of the campus.

A strong project description **SHOULD** also include:

- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extra-extracurricular activity;
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

Max. 4000 characters

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**Project Scope:**

<b>Total Number of Participating Students</b>	
<b>Students Participating in Curricular Projects</b>	
<b>Students Participating in Extra-Curricular Projects</b>	
<b>Number of Student Hours Served</b>	
<b>Number of Participating Faculty/Staff</b>	
<b>Number of Faculty/Staff Hours Served</b>	
<b>Participating in Curricular Projects</b>	
<b>Participating in Extra-Curricular Projects</b>	
<b>Estimated Number of Individuals Served</b>	

**INTERFAITH ENGAGEMENT SECTION**

The applicant must complete and submit this section to be considered for the interfaith category.

In this section, applicants can describe the interfaith engagement components that best exemplify the “Institutional Commitment to Interfaith Service” Statement. This section provides the opportunity to explain, in detail, Communications, Education, and Capacity Building initiatives that advance interfaith engagement and enhance the efficacy of the applicant’s interfaith service programs.

1. Check individuals and groups that were involved in your interfaith engagement:
  - Campus faith-based organizations
  - Campus secular organizations
  - Community faith-based organization
  - Community Secular organizations
  - Faculty, staff and students of various faiths and no faith
  - Other institutions of higher education
  - Other
2. Check at least one interfaith engagement initiative that your campus implemented in conjunction with the interfaith service projects.
  - **Communications:** These initiatives demonstrate the institution’s public commitment to interfaith cooperation on campus. Examples include, but are not limited to, an address by your college or university President on the importance of interfaith cooperation, a web-based communications campaign on the importance of interfaith cooperation, or an

interfaith cooperation session incorporated into student orientation programs and materials.

- **Education:** These initiatives cultivate appreciative knowledge about diverse religious and non-religious identities, positively impacting attitudes and knowledge on diverse religious and non-religious identity. Examples include, but are not limited to, courses available for students to further develop knowledge-base in interfaith cooperation and service, educational panels and lectures delivered for large audiences on campus, and first year seminars incorporating module(s) on interfaith cooperation.
- **Capacity Building:** These initiatives provide students, faculty and staff with a baseline ability to positively engage religious and non-religious diversity within their own spheres of influence. Examples include, but are not limited to, campus-wide staff training to appropriately engage religious and non-religious identity on campus, faculty professional development opportunities in the area of religious and cultural diversity, or training a core group of students to lead interfaith service events.

3. Provide a brief overview of programs or strategies you used to connect interfaith engagement components to your service projects.

Include in your overview a description of how your campus will utilize evaluation methods to indicate that this program will have a sustainable impact in the evaluation category of Interfaith Impact. (See Application Guidance for definition.)

Max. 4000 characters

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**Interfaith Scope:**

<b>Total number of students who learned something new about a denomination, religion, or secular perspective different than their own over the course of the year</b>	
<b>Total number of students who met and/or worked with some one of a different denomination, religion, or secular perspective other than their own over the course of the year</b>	
<b>Total number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own over the course of the year</b>	

## **INSTITUTIONAL SUPPORTS FOR SERVICE**

1. Is community service or service-learning explicitly cited in your institution's mission statement or strategic plan?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

2. Is interfaith engagement explicitly cited in your institution's mission statement, or strategic plan, or other key institutional materials?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

3. Does the institution make internal budgetary allocations to support service?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

4. Does the institution make internal budgetary allocations to support interfaith engagement?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

5. Does the applicant institution have at least one full-time staff member responsible for coordinating student community service or service-learning activities?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

If yes, how many? \_\_\_\_\_

6. Does the applicant institution have at least one full-time staff member responsible for coordinating student interfaith engagement?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

If yes, how many? \_\_\_\_\_

7. Does the applicant institution provide scholarships or other financial rewards to students for community service?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

8. Does the applicant institution provide a "match" award for the Segal AmeriCorps Education Award?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

9. Does the applicant institution offer academic courses that integrate community service with academic content, i.e., academic service-learning courses, as defined above?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

If yes, approximately how many? \_\_\_\_\_

10. Does the applicant institution offer academic courses that integrate interfaith engagement with academic content?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

If yes, approximately how many? \_\_\_\_\_

11. Does the applicant institution require academic service-learning courses as part of the core curriculum of at least one major or disciplinary area?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

12. Does the applicant institution require academic interfaith engagement courses as part of the core curriculum of at least one major or disciplinary area?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

13. Does the applicant institution reward the use of academic service-learning through faculty promotion and tenure decisions, or by providing awards or professional development opportunities?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

14. Is the applicant institution recognized under one of the Carnegie Foundation's Community Engagement classifications? (Check as appropriate):

Curricular Engagement \_\_\_\_\_

Outreach and Partnerships \_\_\_\_\_

Curricular Engagement and Outreach and Partnerships \_\_\_\_\_

## **GOVERNMENT SUPPORTS FOR SERVICE**

1. Does the applicant institution utilize AmeriCorps, including VISTA, members in recruiting student volunteers or coordinating student service projects?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know/ data not available \_\_\_\_\_

2. Does the applicant institution have an ongoing grantee, sub-grantee or other supportive relationship with any of the following CNCS programs?

AmeriCorps\*State and National \_\_\_\_\_  
AmeriCorps\*VISTA \_\_\_\_\_  
AmeriCorps\*NCCC \_\_\_\_\_  
Senior Corps \_\_\_\_\_  
Social Innovation Fund \_\_\_\_\_

Please identify any ongoing relationship the applicant institution has with other Federal, State, or local government agencies in support of student community service activities:

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**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS APPLICATION.  
WE APPRECIATE ALL THE WORK THAT YOU DO TO BENEFIT YOUR  
COMMUNITY!**

**The Paperwork Reduction Act Statement**

**Public Burden Statement:** The Paperwork Reduction Act of 1995 requires the Corporation to inform all potential persons who are to respond to this collection of information that such persons are not required to respond unless the application displays a currently valid OMD control number (See 5 CFR 1320.5(b)(2)(i)).

**Time Burden:** The time required to complete collection of information is estimated to average 1 hour per applicant.

**Use of Information:** The information collected constitutes an application to the Corporation for recognition. The Corporation evaluates the application and makes decisions through the review and selection process.

**Effects of Non-Disclosure:** Providing this information is voluntary; however, failure to provide the information would not allow the Corporation to assess the applicant's request for recognition. In this case, it will not be possible to consider the applicant for inclusion on the President's Higher Education Community Service Honor Roll.