

Building an Engaged University and Leadership for the Public Good

A Plan for Civic Action



Executive Summary

Drake University’s commitment to community is deep-seated. Community engagement, the public good, and service-learning, have all been articulated as integral parts of our strategic plans of the past and present. As demonstrated by our inspiration statement, *“Together we transform lives and strengthen communities”*, we seek to be an “engaged university” that prepares the next generation of civic minded professionals.

By signing the Campus Compact Civic Action Statement (<https://compact.org/actionstatement/>) in February 2016, President Earl F. Martin affirmed Drake’s commitment to:

1. **Empower faculty, staff, students and partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future** for communities beyond the campus.
2. **Prepare students for lives of engaged citizenship**, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.
3. **Embrace our responsibility as a place-based institution**, contributing to the health and strength of our communities – economically, socially, environmentally, educationally, and politically.
4. **Challenge the prevailing social and economic inequalities that threaten our democratic future** through our research, teaching, partnerships, and institutional practices.
5. **Foster an environment that consistently affirms the public purpose of higher education.**

The Civic Action Planning process, led by the Office of Community Engaged Learning, has provided an opportunity to celebrate the great work already being done and identify areas needing support, improvement and growth. Using the University Continuous Improvement Plan as the framework, the following four initiatives have been identified as the first steps the university will take to strengthen Drake’s commitment to community engagement.

Teaching & Learning Objective: Provide exceptional undergraduate experiential learning opportunities
<p>Civic Action Initiative: Refine standards for community engaged learning courses and re-develop process for course designation</p>
Reflection Objective: Inspire collaborative planning and data-driven decision making
<p>Civic Action Initiative: Develop an inventory of community partners and ideas for projects</p>
Execution Objective: Elevate Service Excellence
<p>Civic Action Initiative: Centralize Drake’s community engagement web presence with the creation of www.drake.edu/community</p>
Stewardship Objective: Strengthen engagement with community partners
<p>Civic Action Initiative: Formally adopt university wide community partner definitions</p>

Commitment to Community

Drake University's Mission is to *prepare students for meaningful personal lives, professional accomplishments and responsible global citizenship* and our commitment to community is embodied within various parts of our mission explication:

[3] Learning is pervasive at Drake. It takes place in classrooms and libraries....But it also occurs during...**volunteer engagement**

[6] Drake graduates distinguish themselves among their professional colleagues as models of responsible, ethical and collaborative leadership, and **are known for their commitment to the greater good**, no matter what their vocation.

[7] We all see ourselves as **citizens of the world**, and we foster in our students intercultural sensitivity and an **active awareness of their relationship to the many communities of which they are a part**, including the local, regional, national, and international. Our **students take seriously their responsibility to advance the causes of justice, prosperity, and peace** and take every opportunity to do so.

[9] We affirm the importance of the liberal arts and sciences as the basis for fully informed and **engaged citizenship** and individual self-understanding and development, and we strive to integrate the capacity for profound self-understanding and cultural literacy into the professional competencies our curricular and co-curricular learning opportunities foster. **Our students understand the relationship of their chosen professions to larger social, cultural, political, economic, scientific, philosophical, and moral questions, and they strive to put that understanding into action as they pursue their vocations.**

(Mission Explication Revised and endorsed by Faculty Senate, December 7, 2016)

We seek to model engaged citizenship as an “engaged university” and our HLC Accreditation, Carnegie Community Engagement Elective Classification and most recently released economic impact study all illuminate much of what Drake is doing around community engagement. Each year, Drake students, faculty, and staff contribute more than 2 million dollars worth of service to the community (locally, nationally, and globally) and we are proud of our accomplishments.

- More than 80% of Drake students participate in a community service or service-learning experience before they graduate.
- More than 25% of our courses include service-learning as a tool for learning.
- 68% of Drake faculty and staff serve in the community with nonprofits, boards, professional organizations, and schools (2013 Faculty/Staff Audit)
- Students contribute more than 230,000 hours of service to the community annually.
- 200+ Alumni, parents, friends, families, and future students serve in 13 cities across the nation for an annual alumni day of service called DU GOOD DAY
- Carnegie Foundation for Teaching & Learning, Community Engagement Elective, 2015
- Corporation for National & Community Service, President's Higher Education Community Service Honor Roll, 2012 & 2014
- The Aspen Institute and National Conference on Citizenship, Higher Education + Innovation Service Year Challenge private institution award winner 2015
- The United Way of Central Iowa, Live United Volunteer Award, 2014



National Conference on Citizenship



United Way of Central Iowa

Planning Process & Baseline Data

Informal development of the Civic Action Plan began spring 2016 when more than 24 faculty, staff and students from a variety of disciplines participated in a five month brainstorming session to evaluate institutional needs and plan for the future of the Experiential Learning Council. Renamed in July 2016 to the Community Engaged Learning Council, the Council serves as an advisory group to accomplish the goal of increasing coordination, collaboration, and sustainability of community engaged learning practices across the curriculum. Most notable council accomplishments included:

- Approving the Definition of Service-Learning (2011)
- Hosting the Experiential Learning Showcase
- Advocating for the \$1 million Ron & Jane Olson Global Service-Learning Endowment
- Recognizing faculty, students and community partners with annual awards

Fall 2016, the Director of Community Engaged Learning was officially charged by President Martin to lead the self-assessment and planning phase for the Civic Action Plan. Drake representatives participated in the national Civic Action Planning Institute in St. Louis and the Community Engaged Learning Council participated in two group sessions to discuss assessment results and future direction. The following baseline data was used to inform the development of our Civic Action Plan.

Institutional Priorities

In February 2016, President Martin introduced an institutional continuous improvement process in place of a traditional strategic plan. The [Continuous Improvement Plan](#) prioritizes community engagement:

Commitment Area 1 (Teaching & Learning)

Obj 3: Provide exceptional undergraduate experiential learning opportunities

B. Service-learning courses, community based-research, community-based practicums and capstones

Commitment Area 4 (Stewardship)

Obj 4: Strengthen strategic engagement with community partners

Furthermore, beginning fall 2017, the Drake Commitment pledges that all students will have the opportunity to *Learn through Service*. Thus the Civic Action Plan provides a roadmap for tangible action steps that can be taken to move us towards the goals as outlined in the Continuous Improvement Plan and Drake Commitment.

Staffing

In 2011, the Office of Service-Learning, reporting to the Associate Provost for Curriculum and Development, was established to assist faculty in the coordination of service-learning logistics. The office has grown in scope and now, reporting to the Associate Provost for Academic Excellence & Student Success, consists of the Director of Community Engaged Learning, Program Coordinator for Community Engaged Learning seven

student service-learning ambassadors. A reconfigured position, Neighborhood & Community Relations, was created in spring 2016 and reports to the Vice-President for Advancement.

Shared Definitions

Community Engagement: We use the phrase community engagement as an umbrella term that broadly encompasses civic learning, service-learning, democratic engagement, community service, engaged scholarship, community-based research, and other forms of teaching that contribute to the practice of educating students to be active citizens and leaders impacting community issues. This is consistent with the Carnegie Classification for Community Engagement definition:

Community Engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (Carnegie Foundation Community Engagement Classification, 2015).

Examples of community engagement activities at Drake include, but are not limited to:

- Community engaged teaching: service-learning, problem based learning for the common good, course-based public research, unpaid community-based internships, practicum and capstone projects
- Community engaged scholarship: community-based participatory research
- Service: volunteering; alternative spring breaks; community-centered forums, non-profit board and committee membership, public service, pro bono consulting and speaking
- Civic/Citizenship education: voter registration drives; campaign management
- Sponsorship: leveraging Drake resources to support community and neighborhood events

Service-Learning: a type of experiential education that combines and pursues both achieving academic learning and meeting a relevant, community defined need with intentionally integrating the use of effective ongoing reflection and assessment. **Global Service-Learning** does all of these things and intentionally integrates effective cross-cultural interaction.

Community Partner: Drake University partners with a variety of external organizations and intentionally seeks to build mutually beneficial partnerships that work toward collective community and/or organizational impact. Strong community partnerships are demonstrative of regular and ongoing engagement across the university, display evidence of shared values and integrate the use of evaluation and assessment. Partners may be public, community-based, private or academic organizations and initiatives at the resident,

neighborhood, city, regional, state, national or international level. The following partner categories have been vetted by appropriate campus constituents and the Community Engaged Learning Council will be moving forward with a proposal fall 2017 to adopt a campus wide community partner definition. Partners can fall into one or more categories.

Community Engaged Learning Partners are intended to prepare educated and engaged citizens, strengthen democratic values and civic responsibility, address critical societal issues, build capacity within organizations and/or contribute to the public good. Community ‘voice’ is central to the planning and implementation of projects and identifying community needs emphasizes the inclusion of individuals served by local agencies, residents and other community stakeholders.

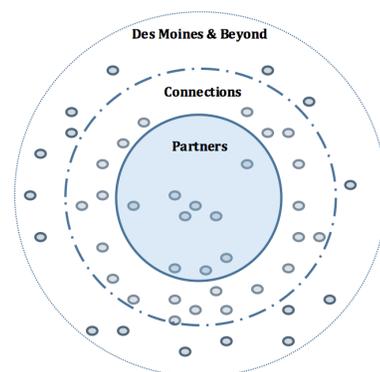
Economic & Workforce Development Partners are helping meet today's workforce challenges by developing tomorrow's leaders and position the university as a catalyst for the local economy. Mutually supported business incubation, student and alumni exposure to professional development, experiential learning, mentorship and job opportunities are possible foci for our partnership.

Internationalization & Global Engagement Partners build institutional capacity and advance global and cross-cultural initiatives that connect Drake University with the world. Global partnerships enhance student mobility, both incoming and outgoing, faculty exchange, and joint research and programming through unique curricular and co-curricular offerings. Global partnerships improve cultural understanding and increase the diversity of students, faculty, and staff at Drake University and its partner locations in order to serve as a bridge to other cultures.

Partnership Development Strategy

Once a campus wide community partner definition has been adopted the University will be able to develop a holistic partnership model focused on asset-based community impact. Service-learning is not an appropriate strategy for meeting every community need, but learning can be achieved through every facet of community engagement. A holistic partnership model provides the opportunity for significant student learning AND increased capacity for non-profit organizations, schools and neighborhoods. Impact outcomes like strengthened programming for youth, increased affordable housing in the Drake neighborhood, increased health & safety, and overall increased community wealth can be achieved.

Much like the bullseye on a dartboard, a holistic partnership model will provide focus and increase alignment of resources. The model recognizes that Drake has many community connections, but places emphasis on a strategy that deepens engagement with key community partners. As the circle graphic to the right indicates, the focus shifts from quantifying the number of partners to measuring the impact of our engagement with partners.

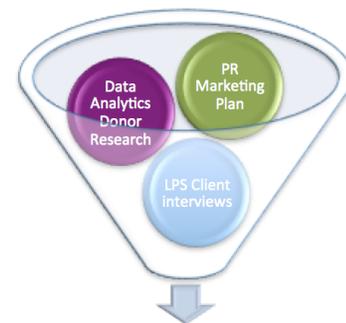


For example, the Young Women’s Resource Center (YWRC) has historically recruited prominent Drake faculty or staff to serve as celebrity servers for their annual fundraising dinner. Beyond this one time event

Drake’s involvement with YWRC was episodic at best. Then in fall 2015 the Executive Director and office of Community Engaged Learning staff strategized about how to intentionally involve Drake students in the preparations for their 40th year anniversary. What followed is engagement across multiple entities at the institution:

- Spring 2016 Data Analytics students conducted donor relations research
- Fall 2016-spring 2017 Public Relations students produced a marketing plan
- Fall 2017 Law, Politics & Society students will collect stories from clients

The end result is added capacity for YWRC to tell their story, secure future funding and provide more services to women and girls in the greater Des Moines metro.

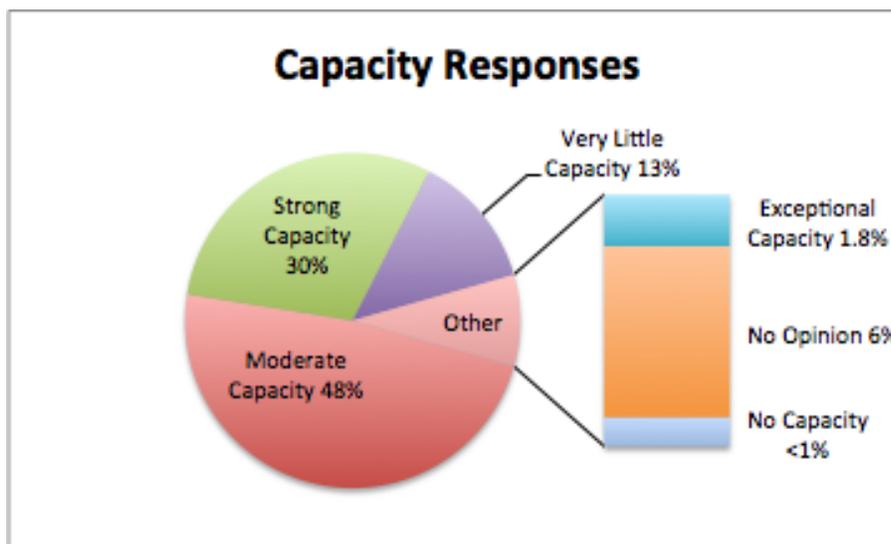


Increased capacity to document and share the 40 year impact of



Self-Assessment

Iowa Campus Compact provided a self-assessment rubric which asked respondents to rate Drake's capacity on a variety of factors related to Institutional identity/culture, commitment and support, curricular, co-curricular and scholarship engagement, voice and leadership, and community outreach and partnerships. In total 18 respondents (5 Faculty, 8 Staff, 5 Students) completed the assessment. In general respondents believe that Drake has Moderate to Strong Capacity in most areas. Respondents who indicated 'no capacity' or 'no opinion' did so in areas that were not applicable to their position at the university. For example, students often ranked 'no opinion' on items related to assessment and administration.



Self Assessment Conclusions

The following chart details the results of the self-assessment responses. Categories that were designated as exceptional or strong capacity are indicated in green and represent areas we are doing well. Categories that received more moderate capacity responses than strong are designated yellow and represent areas for improvement, but not immediate attention. Responses that received more moderate to very little capacity responses are designated red and identified as areas for immediate attention and resource development.

Strong areas:

- Institutional Commitment
- Curricular Engagement
- Co-Curricular Engagement

Areas for improvement:

- Institutional Identity
- Internal Culture
- Professional Development
- Community Outreach
- Community Partnerships

Areas for immediate attention:

- Personnel Decisions
- Internal Assessment & Impact
- External Assessment & Impact
- Scholarship & Engaged Research
- Community Voice & Leadership

All three constituent groups, faculty, staff and students, indicated a need to seek out community voice in institutional planning and assessment as well as assess community partnerships, perceptions and impact. Overall respondents ranked the areas of Institutional Commitment and Co-Curricular Community Engagement with the most capacity. The areas ranked with the least capacity include: External Assessment & Impact and Scholarship & Engaged Research.

Other categories that rose to the top include:

- Faculty see capacity needed for internal & external assessment & impact (professional development on how to evaluate community engaged work); internal culture (degree to which community engagement is well-defined, celebrated, and recognized and aligned and integrated with other institutional strategic plans, goals and priorities as well as recognized and rewarded as a positive factor at all levels of hiring and personnel decisions and promotion).
- Staff/Administration see capacity needed for internal culture; professional development (i.e. workshops, conference funds, training, fellowships, etc), and stronger coordination/support for co-curricular engagement and experiences with real meaning and community impact.
- Students see capacity needed for curricular & co-curricular experiences with real meaning and community impact.

Pilot Mapping Project

In order to collect additional data about where we need to focus resources and build capacity for community/civic engagement initiatives a Civic Action Mapping project was piloted with the Community Engaged Learning Council Members and College of Arts & Sciences. Department heads were asked to provide specific examples of how their department is fulfilling the five commitments of the Civic Action Statement (see p.1) and identify what resources/added capacity will be necessary for the future. The results were outstanding with 12 out of 17 A&S departments participating and additional data collected from four colleges (School of Journalism & Mass Communication, Law School, School of Education, and College of Pharmacy & Health Science) and two administrative units (Drake International and Residence Life).

Data from the self-assessment and mapping project were used to inform the development of five Civic Action Objectives:

1. Equip, incentivize and reward Faculty for community engagement involvement.
2. Infuse best practice methods across all curricular and co-curricular community experiences.
3. Increase opportunities to share the story of Drake's community engagement efforts.
4. Increase access to community engagement information for internal and external audiences.
5. Develop a holistic partnership model focused on asset-based community impact.

Civic Action Objectives & Initiatives

Utilizing the baseline data, self-assessment results and continuous improvement plan framework, the following objectives and initiatives have been identified as the next steps needed to strengthen Drake's commitment to *Provide Exceptional Experiential Learning Opportunities* and *Strengthen Strategic Engagement with Community Partners*. ✓ Indicates complete as of 10.1.2017

University Commitment Area: Teaching & Learning

Civic Action Objective 1: Equip, incentivize and reward Faculty for community engagement involvement.

Service is one of three components to a faculty member's tenure portfolio however traditionally given less value than research and teaching. Service-Learning if constructed intentionally, can help faculty achieve all three goals: teaching methodology that strengthens student learning outcomes, research that contributes useful knowledge to a discipline and benefits society, and service that addresses real life problems.

Initiatives:

- 1.1. Refine standards for community-based learning courses and re-develop process for course designation.
- 1.2. Add a measure on all College/School level continuous improvement plans that identifies the percent of faculty using community engaged learning strategies and/or percent of community engaged learning courses being taught.
- 1.3. Develop a faculty rewards & recognition program for community engaged teaching and scholarship.
- 1.4. ✓ Develop an Engaged Department Model training for faculty and administrators.
- 1.5. Create a community engagement orientation process for new faculty.

Civic Action Objective 2: Infuse best practice methods across all curricular and co-curricular community experiences.

Community Engaged Learning experiences should be designed to equip students with the knowledge, skills and behaviors to participate in democratic processes. Civic Learning is the heart of community engaged learning experiences and we seek to equip Civic Minded Professionals. Orientation, reflection, and assessment are vitally important to ensure we are creating mutually respectful partnerships in pursuit of a just, equitable and sustainable future.

Initiatives:

- 2.1. Develop standardized orientation, reflection and assessment templates for faculty use.
- 2.2. Launch a web-based resource & readings tool-kit for community engaged learning.
- 2.3. Develop a Drake specific Civic Minded Professional Learning Model and outcomes.
- 2.4. Continue to offer best practice workshops for co-curricular programs (RA's, Greek Life, etc).
- 2.5. Explore becoming an ASHOKA institution for social entrepreneurship support.

University Commitment Area: Reflection

Civic Action Objective 3: Increase opportunities to share the story of Drake’s community engagement efforts. Drake is the right sized campus for the right size city, yet we are just often face the silos of a much larger institution. In an effort to reduce duplication and increase collaboration, information about current programming and opportunities needs to be more accessible.

Initiatives:

- 3.1 ✓ Create a communications process for data sharing between the Office of Community Engaged Learning & Office of Neighborhood & Community Relations.
- 3.2 ✓ Transition community partner information to Raiser's Edge.
- 3.3 Develop process for updating Raiser’s Edge with Service-Learning & volunteer data.
- 3.4 Develop campus-wide repository for Community Engaged Learning project ideas.
- 3.5 Conduct Civic Action Mapping project in remaining colleges and units.
- 3.6 Develop a repository to archive faculty and student community engagement scholarship and creative artifacts
- 3.7 Re-design a showcase to highlight curricular and co-curricular community engagement projects

University Commitment Area: Execution

Civic Action Objective 4: Increase access to community engagement information for internal and external audiences. Feedback from faculty, students and community partners indicates that it’s difficult to find information regarding Drake’s community engagement initiatives. We need a centralized process for sharing such information.

Initiatives:

- 4.1 ✓ Develop process for bi-annual “tagging” of Community Engaged Learning courses.
- 4.2 Develop process for reporting all co-curricular service hours.
- 4.3 Centralize Drake’s community engagement web presence with the creation of a landing page at drake.edu/community.
- 4.4 Redesign drake.edu/servicelearning and drake.edu/volunteer.
- 4.5 Design drake.edu/neighborhood.
- 4.6 Establish regular communication between program Directors of Drake’s external facing outreach initiatives and partners (e.g. Adult Literacy Center, Ray Center, Harkin Institute, etc).

University Commitment Area: Stewardship

Civic Action Objective 5: Develop a holistic partnership model focused on asset-based community impact. A holistic partnership model provides the opportunity for significant student learning AND increased capacity for non-profit organizations, schools and neighborhoods.

Initiatives:

- 5.1 Formally adopt use of community partner definitions across campus.
- 5.2 Develop a public matrix of strategic community partners.
- 5.3 Create a Neighborhood & Community Relations advisory board consisting of staff, faculty, students, and neighborhood representatives.
- 5.4 Develop a Drake University Anchor Institution Framework.
- 5.5 Formalize Community Partner Orientation Process for all Strategic Community Partners.
- 5.6 Launch College Positive Volunteers for community group visits & College Access programming.
- 5.7 Develop a streamlined process for all Event Sponsorship Requests.

Implementation Timeline

In the spirit of transparency and shared governance, the plan will be released to multiple audiences and feedback regarding implementation solicited. As the plan is shared, additional timelines will be developed and specific tasks assigned to college and department continuous improvement plans.

May 2017	Draft plan released to Community Engaged Learning Council (CELC) for comment
June 2017	CELC comments returned
July 2017	Plan released to Iowa Campus Compact
August 2017	Plan shared at Annual Provost Learning Symposium Plan shared with Dean's Council
September 2017	Plan shared with Faculty Senate
October 2017	Plan shared with Board of Trustees Plan announced to campus via OnCampus Plan shared with National Campus Compact
November 2017	Tasks assigned to college and department continuous improvement plans

Civic Action Plan Campus Team

Leadership Team:

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Amanda Martin, Community Engaged Learning Program Coordinator

Nick Valdez, Neighborhood & Community Relations Manager

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Jeffrey Czerwiec*

Chief of Staff: Nate Reagan

Cowles Library: Cameron Tuai*

College of Arts & Sciences: Joseph Lenz

Law School: Ellen Yee*

Biology: Thomas Rosburg

Bio Chem Molecular Biology: Charisse Buising

English: Craig Owens, Carol Spaulding-Kruse

Environmental Science & Policy: David Courard-Hauri

Principal Center for Global Citizenship: Denise Ganpat*

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Law, Politics & Society: Renee Cramer

Provost: Sue Mattison

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School of Journalism & Mass Communication: Carlyn Crowe*

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Community Engaged Learning AmeriCorps VISTA:

VP Advancement: John Smith

*Member of Community Engaged Learning Council

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