Grand Valley State University

CIVIC ACTION PLAN

Submitted to Campus Compact

March 31, 2017

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EXECUTIVE SUMMARY

Grand Valley State University's commitment to the values of community engagement is embodied in the institution's mission statement and strategic plan. The Civic Action Plan has provided an opportunity to highlight, elevate, and further develop the good work that many in our institution are already doing in the field of civic engagement, as well as further grow and develop commitments. We have been intentional about telling our story in a way that affirms the previous work of many stakeholders from across the university. This work has laid the foundation for a successful Civic Action Plan and implementation of that plan. We seek to affirm that history and bring a broad representation of campus and community partners into the planning process and implementation, in order to continue to develop a civic ethos at GVSU.

President Haas signed the Campus Compact 30th Anniversary Action Statement of Presidents and Chancellors, committing GVSU to creating a Civic Action Plan due in March 2017. The framework and process for the plan were built around the five commitments of the 30th Anniversary Action Statement, which support several objectives in GVSU's strategic plan. Focus areas, outcomes, and key action items for each of the five teams and corresponding commitments are as follows:

Core Team: *We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.*
- Communication and Coordination
- Systematic Data Collection
- Assessment and Evaluation

KEY ACTION ITEMS

- ❖ Coordinate and communicate community engagement work
- ❖ Systematically collect data related to community engagement
- ❖ Systematically assess impact of community engagement

Sustainable Partnerships Team: *We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby and around the world.*
- Faculty and Staff Development
- Faculty Rewards and Recognition
- Fully Engage Community Partners

KEY ACTION ITEMS

- ❖ Develop guidelines, framework, and professional development for faculty and staff
- ❖ Reward excellence and advocate for revisions to tenure and promotion guidelines which reflect value and commitment to community engagement
- ❖ Engage alumni, donors, and corporate and community partners

Student Civic Engagement Team: *We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act and lead in pursuit of the public good.*
- Civic Literacy
- Student Readiness for Civic Engagement

KEY ACTION ITEMS

- ❖ Co-develop Civic Mentor curriculum for, and with, Housing and Residence Life
- ❖ Redevelop ACTIVATE in collaboration with Social Justice Centers

Place-Based Institution Team: *We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.*
- K12 Education
- Health
- Safety
- Economic Development

KEY ACTION ITEMS

- ❖ Develop College of Education prospective elementary teachers' proficiency in early literacy and reading instruction and increase 3rd graders' literacy proficiency in Westside schools
- ❖ Co-design Kirkhof College of Nursing's collaborative practice partnerships for increased health in Westside neighborhoods
- ❖ Expand community-based learning opportunities for Criminal Justice students and increase safety in Westside neighborhoods
- ❖ Enhance GVSU's reputation as a partner with Westside businesses

Social and Economic Equity Team: *We harness the capacity of our institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.*
- Social Justice and Empathy Education for Faculty
- Social Justice Education & Outreach through Co-Curricular Connections
- Community Based Learning Education for Faculty
- Intergroup Dialogue
- Pathways efforts to create a college going culture
- Economic Justice

KEY ACTION ITEMS

- ❖ Educate through units and departments to provide faculty training broadly
- ❖ Implement campus wide intergroup dialogue opportunities
- ❖ Offer co-curricular workshops in classrooms and community organizations
- ❖ Increase K-12 partnerships to enhance matriculation to GVSU and create a college going culture
- ❖ Expand Replenish food resource and invite in community partners to provide services for students

CONTEXT, VISION, MISSION

Grand Valley State University enjoys a rich history of engaging the community through community-based learning in the curriculum and co-curricular activities. The values of community engagement are embodied in the institution's mission: "Grand Valley State University educates students to shape their lives, their professions and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship and public service."

The 2012 Call for Action by the American Association of Colleges and Universities in A Crucible Moment, served as a catalyst for many institutions to reflect on their broad mission, vision, and role in a democracy, and re-invigorated formal conversations about civic engagement across campus at GVSU. The Office of the Provost created a position to coordinate community engagement activities at the university. The creation of this position enabled the College of Community and Public Service to hire an Assistant Dean, to direct a newly established Office for Community Engagement (OCE).

Efforts to explore and reclaim a civic mission at GVSU took many forms through a variety of campus offices and centers. A"Big Tent" group of faculty and staff who worked to translate the national dialog to GV's mission, evolved into a "Civic Engagement Collective" comprising 25+ ambassadors for civic engagement efforts from across campus. Student Affairs and the Community Service Learning Center (CSLC) increased their focus on civic engagement and sustainable partnerships.

The Pew Faculty Teaching and Learning Center (FTLC) and Center for Scholarly and Creative Excellence (CSCE) enhanced their support for faculty interested in community-based teaching and scholarship. This support included designated grant money and faculty fellow time allotted for the support of faculty working with community-based learning. Beginning in 2013, for five semesters, FTLC supported a multidisciplinary faculty learning community entitled "Community as Classroom Faculty Learning Community," hosting training, discussion, and authoring a best practice document for GVSU faculty. This group also served as a sounding board for strategic planning efforts related to civic engagement and community-based learning. During Fall 2015, this group developed a proposal to create the Community Based Learning (CBL) designation for courses.

GVSU's new Strategic Plan for 2016-21 incorporates a number of goals and objectives related to civic engagement and community based learning. In 2016, President Haas signed the Campus Compact Presidents' Declaration on the Civic Responsibility of Higher Education and GVSU committed to putting together this Campus Civic Action Plan. An Associate Vice President in the Office of the Provost oversees community engagement initiatives and in Fall 2016, a position with a Special Projects assignment reported to the Office of the Provost to facilitate the Civic Action Plan process.

The framework for the GVSU Civic Action Plan is built around the five commitments of the Campus Compact 30th Anniversary Action Statement. The commitments support several objectives in GVSU's strategic plan. Representative teams are responsible for each of four commitments, led by individuals from the core team, and the core team is responsible for the fifth commitment.

APPROACH

In August 2016, a core team was formed to lead the Civic Action Planning effort (members include: Melissa Baker-Boosamra, Suzeanne Benet, Marlene Kowalski-Braun, Shaily Menon, Ruth Stegeman, and Patricia Stow Bolea). Upon completing a civic engagement gap analysis for GVSU, the core team identified common elements from GVSU's strategic plan outcomes and objectives, Campus Compact Action Plan requirements, and Carnegie Community Engagement Classification criteria. Three members of the core team participated in Campus Compact's Civic Action Planning Institute at the University of Missouri, St. Louis. The participants explored issues of building partnerships that challenge inequality, cultivating student democratic capacity, and assessing community impact, and networked with participants from 22 of the 450 institutions who had signed the Campus Compact 30th Anniversary Action Statement. The framework and process for the Civic Action Plan was built around the five commitments of the 30th Anniversary Action Statement, which support several objectives in GVSU's strategic plan.

Framework

The Grand Valley Civic Action Plan is built around the five commitments of the Campus Compact 30th Anniversary Action Statement, and the commitments support several objectives in GVSU's strategic plan. Representative teams for each of the first four commitments, are led by individuals from the core team. The fifth commitment is an overarching commitment reminding us of the centrality of the public purposes of higher education and all members of the campus community are part of this important work. The core team was assigned to work on this commitment.

Stakeholders

The teams have representation from several departments and colleges across GVSU, the Pew Faculty Teaching and Learning Center (FTLC), Center for Scholarly and Creative Excellence (CSCE), Division of Inclusion and Equity, University Development, Office of the Provost, Housing & Residence Life, The Office of Integrative Learning, University Libraries, Division of Inclusion & Equity, Student Senate, and The Rapidian, a community run media outlet. Representatives from Grand Rapids Public Schools, the police department, two neighborhood organizations, small and large businesses, the community foundation, and various nonprofits have joined us to develop a plan that focuses on K12 education, safety, health, and economic development.

The next section contains a set of tables with the focus areas, outcomes, and implementation timelines for action items corresponding to each team and commitment.

Core Team Outcomes Table

We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.

Focus area	Communication and Coordination	Systematic Data Collection	Assessment and Evaluation
Outcome	Faculty, staff, and students, and external community are attracted to and participate in GVSU's civic engagement work and our efforts are highlighted on the national stage. Coordination of civic engagement work is done effectively and efficiently.	The university has a systematic approach for documenting and reporting all student and faculty civic engagement activities and community partnerships.	The university has a systematic campus-wide assessment mechanisms to measure the impact of institutional engagement on students, faculty, community, and the institution
Alignment with GVSU Strategic Plan and Carnegie Criteria	Aligns with University Objectives 4.C.3, 3.C.1, 2.C.1	Aligns with University Objective 3.C.2	Aligns with Carnegie indicator 1.B.4a.
Metric/Indicator	Increased participation in civic engagement Increased national recognition	A systematic approach to data collection is being used across the university	A systematic approach to civic engagement assessment is being used across the university in order to measure the impact on each of these groups
Data source and baseline	NSSE, Digital Measures, #national recognition	No current systemic approach exists	No current systematic approach exists
Action steps	1. Highlight civic engagement and our Laker Effect 2. Coordinate civic engagement between colleges/units 3. Host showcase opportunities 4. Coordinate with/liaison to community partners (respond/outreach) 5. Create a GIS map as a web resources to capture and display community engagement efforts	1. Incorporate civic engagement questions in Digital Measures 2. Increase faculty motivation to respond 3. Extract data in a meaningful way 4. Integrate data from other sources, including Service Tracker, NSSE, etc.) 5. Share data with university community and employ for Carnegie Classification application	1. Develop student learning outcomes for civic engagement (faculty-led) 2. Create and employ tools to assess student learning outcomes 3. Create and employ approaches to faculty assessment 4. Create and employ approaches to community assessment 5. Create and employ approaches to institution assessment
Resources implications	• Communication and Coordination (in place, via Office for Community Engagement) • GIS intern (graduate or undergrad student), could be Special Projects GA	Gathering data and generating reports from data sources (in place, via Office for Community Engagement, Community Service Learning Center, Office of the Provost)	Assessment and evaluation (not in place, possible model of Faculty Fellow)

Team members: Suzeanne Benet, Shaily Menon, Melissa Baker-Boosamra, Marlene Kowalski-Braun, Ruth Stegeman, Patricia Stow Bolea

Core Team Implementation Table

Action Steps	Timeframe	Entities responsible	Status
Focus Area: Communication and Coordination			
1. Coordinate CE between colleges/units	2017-18	Office for Community Engagement	Ongoing
2. Host showcase opportunities	2017-18	Office for Community Engagement	Ongoing
3. Coordinate with/liaison to community partners (respond/outreach)	2018-19	Office for Community Engagement	Ongoing
4. Create a GIS map as a web resources to capture and display community engagement efforts	2017-18	GIS student intern	Ongoing
5. Highlight community engagement and our Laker Effect	2018-19	Core Team, University Communications, Institutional Marketing	Ongoing
Focus Area: Systematic Data Collection			
1. Incorporate community engagement questions in Digital Measures	2017-18	Core Team, Digital Measures Committee	Ongoing
2. Increase faculty motivation to respond	2018-19	Office of the Provost	Ongoing
3. Extract data in a meaningful way	2018-19	Office for Community Engagement, Community Service Learning Center, Office of the Provost	Planned
4. Integrate data from other sources, including Service Tracker, NSSE, etc.)	2018-19	Office for Community Engagement, Community Service Learning Center, Office of the Provost	Ongoing
5. Share data with university community and employ for Carnegie Classification application	2018-19	Core Team, Office for Community Engagement	Ongoing
Focus Area: Assessment and Evaluation			
1. Develop student learning outcomes for community engagement (faculty-led)	2018-20	Civic Engagement Faculty Learning Community (CE FLC - FTLC sponsored)	Ongoing
2. Create and employ tools to assess student learning outcomes	2018-20	CE FLC, CSLC	Planned
3. Create and employ approaches to faculty assessment	2018-20	Faculty Fellow	Planned
4. Create and employ approaches to community assessment	2018-20	Faculty Fellow	Planned
5. Create and employ approaches to institution assessment	2018-20	Faculty Fellow	Planned

Sustainable Partnerships Team Outcomes Table

We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby and around the world.

Focus area	Faculty and Staff Development	Faculty Rewards and Recognition	Fully Engage Community Partners
Outcome	Faculty and staff participate in education and training related to best practices in community engagement work, including guiding students in this work	Faculty are supported, rewarded, and recognized for their community engagement efforts	Institutional capacity is enhanced to meet community engagement needs and create reciprocity for sustaining partnerships and sustainable impact of the engagement
Alignment with GVSU Strategic Plan and Carnegie Criteria	Aligns with University Objectives: 1C.2, 2.A.1, 2.C.1, and 3.C.1 Aligns with Carnegie Classification indicator 1.B.6	Aligns with University Objectives: 1C.2, 2.A.1, 2.C.1, 3.C.2, and 4.C.3 Aligns with Carnegie Classification indicators 1.B.8, 1.B.9, 1.B.10, 1.B.11, 1.B.12	Aligns with University Objectives: 1.C.1, 3.C.2 and 4.C.3 Aligns with Carnegie Classification indicators 1.B.2a-d
Metric/ Indicator	Increased participation by faculty and students in Community-Based Learning (CBL) courses and community engagement projects	Increased participation by faculty in CBL courses and community engagement projects	+ Increase in alumni, donor, community partner, and corporate partners engagement + Sustained community partnerships and partner satisfaction
Data source and baseline	NSSE data of student participation Digital Measures	Digital Measures University and National Awards and Recognition	Surveys of alumni, donors, corporate, and other community partners – we have baseline survey from 3 years ago
Action steps	1. Identify (or designate) a person responsible for sustaining community partnerships in each college, or each unit, or for each community-engagement project, form a Partnership Resource Group, and support their work 2. Develop guiding principles (overarching philosophy) for sustainable partnerships that respect common interests of all parties 3. Develop a framework for sustainable partnerships, including structures, processes, and guidelines (not prescriptive)	1. Advocate for revisions to promotion and tenure guidelines, which reflect value and commitment to community engagement. 2. Align awards and reward faculty and staff excellence in community engagement 3. Encourage and support collaborative projects and partnerships	1. Repeat the alumni, donor, and corporate survey to get a current snapshot, include community partners in the survey 2. Engage alumni by building on community outreach week, alumni affinity groups and alumni mentoring project for first-gen students, expand to other alumni groups, strengthen college-level alumni connections 3. Implement suggestions from survey results to increase donor and corporate engagement and fundraising

	4. Create faculty-led professional development, share case studies highlighting excellence and challenges for those interested in community engagement, and sample agreements, contracts, MOUs, and information about publication rights. 5. Develop and implement training for faculty and staff in project management skills as related to community engagement work 6. a. Insure HRRC training for faculty is inclusive of issues related to community engagement work b. Implement best practices in developing agreements and maintaining compliance 7. Continue Engaged Departments Initiative		
Resource implications	• Faculty Fellow, Pew FTLC will support engaged departments with CBL training, resources, and consultation specific to departmental needs (in place) • Funding for Engaged Departments Initiative (in place)	• Funding and grant opportunities for collaborative projects and partnerships focused on community engagement (in place)	

NOTE:
1. CBL-training faculty workshops is being covered by Team 5 (Social and Economic Equity) with FTLC representation
2. Student training is covered by Team 3, which is also doing training in intercultural competence and dialog skills

Team members
Shaily Menon (CLAS), Michelle Lindale (PCEC), Cynthia McCurren (KCON), David Bair (COE), DeDe Esque (Johnson Center), Paul Stansbie (CCPS), Paul Isely (SCB), Robert Smart (CSCE), Linda Chamberlain (CSCE), Patty Stow Bolea (FTLC), Chris Plouff (Office of the Provost), Scott Blinkhorn (University Development)
Faculty and Staff Development – Michelle Lindale (PCEC), Patty Stow Bolea (FTLC), Robert Smart (CSCE), Linda Chamberlain (CSCE),
Faculty Rewards and Recognition – Cynthia McCurren (KCON), Robert Smart (CSCE), David Bair (COE),
Fully Engage Community Partners – Scott Blinkhorn (Development), Chris Plouff (Office of the Provost), DeDe Esque (Johnson Center)

Sustainable Partnerships Implementation Table

Action Steps	Timeframe	Entities responsible	Status
Focus Area: Faculty and Staff Development			
1. Identify (or designate) a person responsible for sustaining community partnerships in each college, or each unit, or for each community-engagement project, form a Partnership Resource Group, and support their work	Fall 2017	Core Team, Partnership Resource Group	Build on existing structures
2. Develop guiding principles (overarching philosophy) for sustainable partnerships that respect common interests of all parties	2017-18	Partnership Resource Group	
3. Develop a framework for sustainable partnerships, including structures, processes, and guidelines (not prescriptive)	2017-18	Partnership Resource Group, FTLC	
4. Create faculty-led professional development, share case studies highlighting excellence and challenges for those interested in community engagement, and sample agreements, contracts, MOUs, and information about publication rights.	2017-18	Partnership Resource Group, CSCE	Build on existing resources
5. Develop and implement training for faculty and staff in project management skills as related to community engagement work	ongoing	FTLC, CSCE	Ongoing
6 a. Ensure HRRC training for faculty is inclusive of issues related to community engagement work b. Implement best practices in developing agreements and maintaining compliance	ongoing	CSCE	Ongoing
7. Continue Engaged Departments Initiative	ongoing	Faculty, Units, Deans, CSCE	Ongoing
Focus Area: Faculty Rewards and Recognition			
1. Advocate for revisions to promotion and tenure guidelines which reflect value and commitment to community engagement	Start fall 2017	Faculty, Unit and College Personnel Committees, Deans	Ongoing, Completed in CCPS, SCB
2. Align awards and reward faculty and staff excellence in community engagement	ongoing	FTLC, CSCE, Unit heads, Deans, Provost	Ongoing
3. Encourage and support collaborative projects and partnerships	ongoing	Deans, FTLC, CSCE	Ongoing
Focus Area: Fully Engage Community Partners			
1. Repeat the alumni, donor, and corporate survey to get a current snapshot, include community partners in the survey	First quarter 2018	University Development with data from appropriate units	Scheduled
2. Engage alumni by building on community outreach week, alumni affinity groups and alumni mentoring project for first-gen students, expand to other alumni groups, strengthen college-level alumni connections	Initial expansion spring 2017	University Development Alumni Relations staff and alumni /board / volunteers	Ongoing
3. Implement suggestions from survey results to increase donor and corporate engagement and fundraising	Data available second quarter 2018	TBD based on response, results and university priorities	Scheduled for data review

Student Civic Engagement Team Outcomes Table
We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act and lead in pursuit of the public good.

Focus area	*Civic Learning, Democratic Engagement & Civic Literacy	Student Readiness for Community Engagement
Outcome	Students at GVSU have increased levels of civic learning, democratic engagement and civic literacy.	More students at GVSU are familiar with foundational concepts intended to prepare them for community engagement.
Alignment with GVSU Strategic Plan and Carnegie Criteria	Aligns with University Objectives: 1.A.1, 4.C.3 Aligns with Carnegie Criteria: I.B.7, 2.B.3	Aligns with University Objectives: 1.C.1
Metric or Indicator	• Increased NSSE Civic Engagement senior scores, compared to freshman scores** • Demonstrated increases in student learning based on pre and post student learning outcomes assessment	• Increased number of students will be exposed to concepts intended to guide their community-based efforts in pursuit of social justice and the public good through ACTIVATE.
Data source and baseline	• NSSE survey for Freshman and graduating Seniors • Pre and post SLO assessments evaluations based on NSSE language • Writing samples from Civic Writers	• Baseline: Number of registered ACTIVATE participants: AY 2015/16: 921 registered participants (newly trained and past active)
Action Steps	• Develop, implement and film co-curricular civic literacy series • Develop & deliver civic literacy curriculum to students through HRL Civic Mentor curriculum & LIB 100 curriculum resources • Development of GVSU Civic Reporters partnership	• Social Justice Centers and CSLC to collaboratively develop a series of student readiness modules to be used broadly by GVSU students who are engaged with the community.
Resource Implications	• Reallocation of resources within CSLC, as needed, to support CLDE work.	• Committee already in place to complete this step with existing resources.

*Civic Learning and Democratic Engagement (CLDE) is defined by ADP/TDC/NASPA as: "*Promoting the education of students for engaged citizenship through **democratic** participation in their communities, respect and appreciation of diversity, applied **learning** and social responsibility."*
*Civic Literacy is defined by ADP/TDC/NASPA as: *"The cultivation of foundational knowledge about fundamental principles and debates about democracy expressed over time, both within the US and in other countries; familiarity with several key historical struggles, campaigns, and social movements undertaken to achieve the full promise of democracy; the ability to think critically about complex issues and to seek and evaluate information about issues that have public consequences."*
** NSSE Student Learning Outcomes used to measure CLDE and Civic Literacy.
- Students will **be familiar with civic structures, institutions and processes**.
- Students will **be informed** about campus, local, state, national and global issues.
- Students will **be able to think critically** about campus, local, state, national and global issues.
- Students will **be able to discuss** campus, local, state, national and global issues.
- Students will **be able to address** local, campus, state, national and global issues.

Student Civic Engagement Team Implementation Table

Focus Area	Action Steps	Timeframe, expected completion date	People, entities responsible for implementation	Status
Civic Learning, Democratic Engagement & Civic Literacy	Develop, implement and film co-curricular civic literacy series • Democracy 101 series	• Winter 2017: Weekly, 2/15/17-3/15-17 • Filmed series will be used in further curriculum development	Lead: Melissa Baker-Boosamra in coordination with multiple campus academic units.	Ongoing
Civic Learning, Democratic Engagement & Civic Literacy	Develop & deliver civic literacy curriculum to students through • HRL Civic Mentor curriculum • LIB 100 curriculum resources	• Curriculum redesign to be complete by Fall 2017 • Begin implementing curriculum Fall 2017	Lead: Melissa Baker-Boosamra Team: Brandie Tenney, Jennifer Jameslyn, Liz Collver, Erin Fischer.	Ongoing
Civic Learning, Democratic Engagement & Civic Literacy	Development of GVSU Civic Reporters partnership • Partner with COM / SJ Centers to Recruit Civic Reporters	• Host Info Session 3/15 • Roll out Civic Reporters cohort Fall 2017	Lead: Melissa Baker-Boosamra Team: Eric Harvey, Katie Gordon, Elizabeth Rogers-Droulliard (The Rapidian).	Ongoing
Student Readiness for Civic Engagement	Social Justice Centers and CSLC to collaboratively develop a series of student readiness modules to be used broadly by GVSU students who are engaged with the community. • Engaged Departments • CBL courses • LIB 100	• Team to develop content for modules. • Team to work with IT to develop modules.	Lead: Sharalle Arnold Team: Jessica Jennrich, Marla Wick, Juanita Davis, Melissa Baker-Boosamra	Ongoing

Team 3 Members

Student Civic Engagement Team:

- Melissa Baker-Boosamra, Office of Student Life
- Ella Fritzemeier, Student Senate
- Paul Wittenbraker, Art Department
- Scott Berlin, Social Work Department
- Brandie Tenney, Housing & Residence Life
- Jennifer Jameslyn, Office of Integrative Learning
- Katie Gordon, Inclusion & Equity
- Erin Fischer, University Libraries
- Sharalle Arnold, Women's Center
- Elizabeth Rogers-Drouillard, The Rapidian

Place-Based Institution Team Outcomes Table

We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically. The WestSide is the pilot neighborhood for exploring and shaping our role as an anchor institution.

Focus area	K12 Education	Health	Safety	Economic Development
GVSU Outcomes	Increase COE prospective elementary teachers' proficiency in early literacy and reading instruction in all systems, including urban schools	Co-design collaborative practice partnerships for mutual benefit. (from KCON strategic plan 1.C.2.)	Increase CBL opportunities for Criminal Justice students	Enhance GVSU's reputation as a business partner committed to community success
Alignment with GVSU Strategic Plan and Carnegie Criteria	GVSU objectives 1.A.1, 1.C.2, 2.C.1, 3.C.1 Carnegie Indicators I.B.7, I.C.2., I.C.3., II.A, II.B.	GVSU objectives 1.A.1, C.2, 2.C.1, 3.C.1 Carnegie Indicators I.B.7, I.C.2., I.C.3., II.A, II.B.	GVSU objectives 1.A.1, 1.C.2, 2.C.1, 3.C.1 Carnegie Indicators I.B.7, I.C.2., I.C.3., II.A, II.B.	GVSU Institutional Outcome C, Objectives 4.C.2., 4.C.3. Carnegie Indicator II.B.
Collaborative community outcomes	15% increase in students who are proficient in literacy at 4 Westside elementary schools over 3 years	Increase health of residents on the Westside	Increase safety in Westside neighborhoods	Increase the knowledge/skills & social capital of Westside businesses
Metric or Indicator	M-Step 3rd grade literacy scores, % of K-2 students reaching 65% percentile on MAP scores, GV education student survey	Common agenda and metrics identified and plan developed	Larceny rate, # on list of reliable landlords	Participation in MISBDC events by Westside businesses, 6 new Westside approved vendors in 3 years
Data source	GRPS data, College of Education data	KCON	CRI neighborhood data, GRPD, survey results	Registration and attendance, Procurement Office records
Action steps	1. Develop common language and understanding around literacy for all stakeholders, including GVSU education majors 2. In collaboration with GRPS, develop three new lab classrooms with a literacy focus in Westside schools, one per academic year	1. Hold neighborhood conversations to gain understanding of current partners/resources and determine current and future needs 2. Identify outcomes/indicators and develop action plan	1. Establish CJ 490 internship with GRPD to develop web list of reliable landlords 2. Support community organizations through CJ Security course 3. Implement CJ 290—Westside CBL course	1. Identify Westside business list and create database for recruiting businesses 2. Plan and implement Westside business symposium
GVSU Lead	College of Education and English Department	Dr. Tricia Thomas, College of Nursing	Dr. Brian Johnson, Criminal Justice	Pat Waring, President's Office
Resource implications	Lab classroom teaching counted in faculty workload plan, PD resources for reading/literacy faculty	KCON will cover costs of up to $3,000 for the above activities, faculty contributions will be integrated into workload expectations	$3,500 per year from CCPS adjunct overload budget to support CJ 290	Procurement Office secures space and speaker stipends, MISBDC budgets for 2 events, supported by non-Westside participants

K12—Ben Oliver (Challenge Scholars), Jose Orozco (KSSN), John Shinsky (GVSU College of Education), Kevin Holohan (GVSU College of Education), Pam Marcusse (Challenge Scholars), Paula Lancaster (GVSU College of Education), Alexa Girouard (VISTA Volunteer at Westwood Middle), John Helmholdt (GRPS), Joann Riemersma (GRPS/Stocking), Ruth Stegeman (GVSU Office for Community Engagement), Lindsay Ellis (GVSU English Department), Janet Navarro (GVSU English Department)

Safe and Sustainable Environments—Sergio Cira-Reyes (WestSide Collaborative), George Heartwell (GVSU Office of Sustainability Practices), Brian Johnson (GVSU Criminal Justice), Nikhil Watsa (GVSU Student Senate), Captain Matthew Ostapowicz (GR City Police Department), Mary Bueche (Crime Prevention Organizer, JBAN), Pete Brand (MindScape)

Economic Development—Paola Mendivil (El Granjero Mexican Grill), Linda Yuhas (GVSU HR), Dante Villarreal (GVSU Small Business Development Center), Pat Waring (GVSU Office of the President), Kurt Reppart Other Way Ministries), Kim Patrick (GVSU Procurement Services), Kara Wood (GR City), Joey DenBesten (Rockford Construction)

Health—Tricia Thomas (GVSU KCON), Jose Orozco (KSSN WestSide Coordinator), Maggi Rivera (KSSN Sibley), Caroline Guist (KSSN Stocking), Lori Houghton-Rahrig (GVSU KCON), Grace Huizinga (GVSU KCON), Elaine Van Doren (GVSU KCON), Sue Mylnarczyk (GVSU KCON), Sue Harrington (GVSU KCON)

Place-based Institution Implementation Table

Action Steps	Timeframe	Entities responsible	Status
Focus area: K12 Education			
1. Develop common language and understanding around literacy for all stakeholders, including GVSU education majors	Completed by summer 2017, trainings ongoing	College of Education and English Department with GRPS leadership	Initiated
2. In collaboration with GRPS, develop three new lab classrooms with a literacy focus in Westside schools	One per year, beginning with Stocking School in 2017	College of Education and English Department with GRPS leadership	Initiated
Focus area: health			
1. Hold neighborhood conversations to gain understanding of current partners/resources and determine current and future needs	Spring - Fall 2017	Kirkhof College of Nursing	Initiated
2. Identify outcomes/indicators and develop action plan	December 2017	Kirkhof College of Nursing	Planned
Focus area: safety			
1. Establish CJ 490 internship with GRPD to develop web list of reliable landlords	Pilot in Fall 2017	Criminal Justice Department	Initiated
2. Support community organizations through CJ Security course	Winter 2017, ongoing	Criminal Justice Department	Ongoing
3. Implement new CJ 290—Westside CBL course	Fall 2017, ongoing	Criminal Justice Department	Course approved
Focus area: economic development			
1. Identify Westside business list and create database for recruiting businesses	March 2017	Procurement Office and MISBDC	Initiated
2. Plan and implement Westside business symposium	May 2017	Procurement Office and MISBDC	Initiated

The Place-Based Institution team has selected the Westside—the neighborhood of our downtown Grand Rapids campus—for piloting our role as an anchor institution. Over 30 people participated in the planning process, half of whom are from the community. Representatives from Grand Rapids Public Schools, the police department, two neighborhood organizations, small and large businesses, the community foundation, and various nonprofits have joined us to develop a plan for systemic neighborhood change through outcomes in K12 education, safety, health, and economic development. To achieve these desired outcomes requires long-term commitment and deep collaboration, with community participants implementing action steps alongside GVSU faculty, staff, and students. This plan depends not only on individual subgroup actions but also ongoing support from the university, ideally through the Office for Community Engagement. This office is responsible to gather and compile outcome data from each team. In addition, the office will host an annual gathering of university and community participants to report activities, celebrate successes, learn from each other, make improvements, and ultimately model approaches for other neighborhoods.

Social and Economic Equity Team Outcomes Table
We harness the capacity of our institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.

Focus area	Social Justice and Empathy Education for Faculty	Social Justice Education & Outreach through Co-Curricular Connections	Community Based Learning Faculty Development
Outcome	Increase faculty knowledge and skills in order to improve classroom climate, reduce bias incidents and enhance learning.	Increase social justice education for students and community organizations.	Provide continuum of support for faculty interested in and/or conducting community based learning via FTLC aimed at best practices.
Alignment with GVSU Strategic Plan and Carnegie Criteria	Aligns with University Objectives: 3.B.1

Aligns with Carnegie Classification Indicator: I.B.6 | Aligns with University Objectives: 4.C.3

Aligns with Carnegie Classification Indicator: I.A.4 | Aligns with University Objectives: 1.C.2, 2.A.1

Aligns with Carnegie Classification Indicator: I. B. 6. |
| Metric/ Indicator | -Participation by faculty in learning sessions
-Campus climate feedback about the classroom
-Bias incidents being reported in the classroom | -Requests for co-curricular connections made via website
-Workshops on-campus
-Workshops off-campus in the community (K-12 schools, local businesses, non-profits, etc.)
-Learning outcomes | -Faculty participation in full range of CBL development events/consultations. |
| Data source and baseline | -Faculty attendance at learning sessions
-Learning outcome evaluations
-Campus Climate data
-Bias incident reporting data | -Tracking of requests and on- and off-campus co-curricular workshops
-Learning outcome evaluations for workshops | -Faculty requests and attendance at development events, including consultations, workshops, and symposium |
| List action steps | - Write proposal for educational process and seek Provost approval
-Host an educational session with Provost Cabinet/College Dean's
-Educate through units and departments to provide faculty training broadly | -Build capacity for offering workshops
-Enhance quality and content of workshops
- Redesign Social Justice focused CC Connections websites and Brooks College of Integrative Learning and Advising website to increase effectiveness/outreach efforts
-Conduct virtual outreach and share opportunities for workshops | -Approve GVSU specific Student learning outcomes for CBL courses
- Continue to support adoption of CBL designation in Banner and on transcripts
-Provide consultations, workshops on demand for individual faculty or departments
-Facilitate Ethical Engagement Symposium Fall semester for university faculty, staff, students |
| Resource implications | -Re-allocation of resources to support education | -Re-allocation of resources to support outreach (i.e. mileage, professional development training, etc.)
-Re-allocation of resources for student assistance | -Re-allocation of resources from FTLC to support efforts |
| Team Members | Relando Thompkins-Jones and Dana Munk (co-leads), social justice education advisory group | Danielle Lake (lead), Jennifer Jameslyn (BCOIS), Jessica Jennrich (Social Justice Center | Patty Stow-Bolea (lead), Russ Rhoades, Sue Harrington, Debbie Lown, Susan Carson, Scott Berlin |

		Special Projects Coordinator), Justin Pettibone (LIB100 coordinator), Justine Kibet (former Bethany Refugee services director/BCOIS PSS)	

Focus area	Intergroup Dialogue	Pathways efforts to create a college going culture	Economic Justice
Outcome	FTLC will attend training in Spring and explore full partnership offering Intergroup Dialogue with I and E, HR.	Improve relationships with K-12 education to increase college going culture and improve matriculation of students to GVSU.	Increase on-campus economic justice education and services through expansion of Replenish's physical space as well as its connections with local community resources.
Alignment with GVSU Strategic Plan and Carnegie Criteria	Aligns with University Objectives: 1.A.2 Aligns with Carnegie Classification Indicator:1.C.2	Aligns with University Objectives: 4.B.4, 4.C.2, 4.C.5 Aligns with Carnegie Classification Indicator:1.C.3	Aligns with University Objectives: 1.B.1, 1.B.2 Aligns with Carnegie Classification Indicator:1.C.3
Metric/ Indicator	-Participation by students, faculty and staff in intergroup dialogue sessions -Intergroup dialogue courses -Student indicators show more interaction with diverse others during time at GVSU -Increased learning about diverse others	-Matriculation of pathway participants to higher education (Gear Up) -Matriculation of pathway participants to GVSU -Success in coordinating and implementing campus pathway efforts -Strength of participation with Union High School	-Unduplicated users -Relationships with community agencies that come on campus to deliver services
Data source and baseline	-Attendance data for student, faculty and staff participation -Increase in the number of intergroup dialogue courses -NSSE data -Learning outcomes evaluations	-Tracking data for student matriculation in identified programs -Measurement of coordination of efforts through evaluation of advisory board	-Intake forms -Number of connections with community agencies and services -Number of educational outreach sessions offered
List action steps	-Begin implementation of intergroup dialogue through residence life with on-campus first year students -Offer intergroup dialogue through Human Resources and FTLC -Create an intergroup dialogue for university leadership and community leaders to explore civic engagement work	-Create a pathway advisory council of campus and community partners -Elevate K-12 partnerships in "placed based" civic engagement efforts -Evaluate and implement measures to improve selected programs -Work with Union High School	-Create a program statement for the expansion of Replenish -Formalize community partnerships to services -Clarify expectations and workload planning -Train staff on additional services offered through Replenish (i.e. students aging out of the foster system, student parents, formerly incarcerated students, students in poverty, etc.)
Resource implications	Re-allocated resources to support intergroup dialogue efforts	-Re-allocation of resources for pathway programs underway and expansion	-Increased resources for space expansion -New resources to a graduate

		-New resources for Union High School scholarships	student and student workers
Team Members	Relando Thompkins-Jones and Dana Munk (co-leads), Joel Wendland (BCOIS), Takeelia Garrett (Dean of Students/Ombuds/Adjunct faculty member), Beth Thimmesch (Housing), Melissa Selby-Theut (University Counseling), Marlene Kowalski-Braun (DSS/I&E)	Taran McZee (lead), Bobby Springer (OMA), Ben Oliver (Challenge Scholars), Chris Kutzli (Challenge Scholars), Gayle Schaub (GVSU/Challenge Scholars), Larry Johnson (GRPS), Emmanuel Armstrong (GRPS), V'lecea Hunter (Enrollment), Marcus Wright (Trio), Aliya Armstrong (Trio), Nykia Gaines (Trio), Juanita Davis (OMA)	Jessica Jennrich (lead); Sharalle Arnold (Women's Center); Marnie Paris-Bingle (SASC), University Counseling Center, Financial Aid, Kent County Health and Human Resources, and Feeding America

Social and Economic Equity Team Implementation Table

Action Steps	Timeframe	Entities responsible	Status
Focus Area: Social Justice Education for Faculty			
1. Write proposal for educational process and seek Provost approval	February 2017	Social Justice Education (I&E), FTLC	Completed
2. Host an educational session with Provost Cabinet/College Dean's	April 2017	Social Justice Education (I&E), FTLC	
3. Educate through units and departments to provide faculty training broadly	2017/18	Social Justice Education (I&E), FTLC	
Focus Area: Social Justice Education & Outreach through Co-Curricular Connections			
1. Build capacity for offering workshops	Winter 2017	Faculty Fellow (I&E), Social Justice Centers (I&E)	Ongoing
2. Enhance quality and content of workshops	Winter/Summer 2017	Faculty Fellow (I&E), Social Justice Centers (I&E)	Ongoing
3. Redesign Social Justice focused CC Connections websites and Brooks College of Integrative Learning and Advising website to increase effectiveness/outreach efforts	Winter/Summer 2017	Faculty Fellow (I&E), Social Justice Centers (I&E)	Ongoing
4. Conduct virtual outreach and share opportunities for workshops	Summer/Fall 2017	Faculty Fellow (I&E), Social Justice Centers (I&E)	Scheduled
Focus Area: Community Based Learning Faculty Development			
1. Approve GVSU specific Student learning outcomes for CBL courses	April 2017	Faculty Fellow & Committee (FTLC)	Ongoing
2. Continue to support adoption of CBL designation in Banner and on transcripts	April 2017	Faculty Fellow & Committee (FTLC)	Ongoing
3. Provide consultations, workshops on demand for individual faculty or departments	April 2017 – April 2018	Faculty Fellow & Committee (FTLC)	Scheduled
4. Facilitate Ethical Engagement Symposium Fall semester for university faculty, staff, students	Fall 2018	Faculty Fellow & Committee (FTLC)	Scheduled
Focus Area: Intergroup Dialogue			
1. Begin implementation of intergroup dialogue through residence life with on-campus first year students	Fall 2017	Social Justice Education (I&E); HRL	
2. FTLC will attend training in Spring and explore full partnership offering Intergroup Dialogue with I and E, HR.	Fall 2017	Social Justice Education (I&E); HR, FTLC	
3. Create an intergroup dialogue for university leadership and community leaders to explore civic engagement work	Winter 2017	Social Justice Education (I&E)	
Focus Area: Pathways efforts to create a college going culture			
1. Create a pathway advisory council of campus and community partners	Fall 2017	Special Assistant to the VP (I&E)	
2. Elevate K-12 partnerships in "placed based" civic engagement efforts	Fall 2017/Winter 2018	Special Assistant to the VP (I&E); Office for Community Engagement	
3. Evaluate and implement measures to improve selected programs	Summer 2017	Special Assistant to the VP (I&E)	

4. Work with Union High School	Fall 2017	Special Assistant to the VP (I&E); Enrollment Development	
Focus Area: Economic Justice			
1. Create a program statement for the expansion of Replenish	Winter 2017	Women's Center	Ongoing
2. Formalize community partnerships to services	Summer 2017	Women's Center	
3. Clarify expectations and workload planning	Summer 2017	Women's Center	
4. Train staff on additional services offered through Replenish (i.e. students aging out of the foster system, student parents, formerly incarcerated students, students in poverty, etc.)	Fall 2017/Winter 2018	Women's Center	

COMMUNICATION

Our Civic Action Plan is a public plan. We will share the plan and the assessment of our progress toward outcomes with the campus, the wider community, and beyond. To meet this commitment, we have developed communication avenues for institutional action, achievements, and stories that emerge during the planning and implementation process.

Initial communication actions include the following:

- The story of GVSU's Civic Action Plan process is featured in a [Campus Compact blog](), posted in March 2017.

- The Civic Engagement Showcase, to be held April 13, 2017, provides a context for sharing the Civic Action Plan with the GVSU and wider community. The Showcase recognizes and celebrates the work of faculty, staff, students, and community partners in developing mutually beneficial relationships and engaging in civic-minded work. At this event, President Thomas J. Haas and Provost Gayle R. Davis will unveil the campus-wide Civic Action Plan.

- The Office of University Communications is promoting the public presentation of the plan through GVSU's print and online news sources, including the *Forum* and [GVNow]().

- The Office for Community Engagement and the Community Service Learning Center will post the finalized plan on their respective websites. Other university websites can reference the plan by linking to these websites.

As the plan is implemented, assessment of progress will be made annually. Each spring, teams will be asked to report on their accomplishments, what they have learned, and resulting plan adjustments. They will also share narrative reports on how their plans have been mutually reinforcing and where closer alignment could further both university and community impact. The core team will review these reports and develop a summary assessment to be posted on websites and shared with all team participants.

APPENDIX 1. **GVSU STRATEGIC PRIORITIES, OUTCOMES, and OBJECTIVES RELATED TO CIVIC ENGAGEMENT**

MISSION Grand Valley State University educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.

INSTITUTIONAL OUTCOME C Grand Valley has mutually beneficial relationships, partnerships, collaborations, and connections with local, state, national, and world communities.

UNIVERSITY OBJECTIVES
OBJECTIVE 1.A.1 At least 90% of undergraduate students participate in two or more other high-impact learning experiences prior to graduation, in addition to supplemental writing skills, general education courses, and capstone courses.
OBJECTIVE 1.C.2 At least 10% of academic courses incorporate community-based learning experiences.
OBJECTIVE 2.A.1 25% or more of faculty completes training in developing and implementing high-impact student learning experiences.
OBJECTIVE 2.C.1 At least 70% of faculty members participate in one or more external professional relationships.
OBJECTIVE 3.C.1 At least 30% of undergraduate students complete a signature project that integrates their learning and addresses a question or problem important to the student and society.
OBJECTIVE 3.C.2 The university has a systematic approach for documenting and reporting all student and faculty civic engagement activities and community partnerships.
OBJECTIVE 4.C.3 At least 80% of faculty, staff, and students believe GVSU is committed to community engagement.

OFFICE OF THE PROVOST, CSLC, OCE, and I&E OBJECTIVES
OBJECTIVE 1.C.1 Curricular and co-curricular community-based education is encouraged and supported (Office of the Provost)
OBJECTIVE 1.A.1 The Community Service Learning Center will assess the impact of civic engagement for our students (CSLC)
OBJECTIVE 1.A.4 DSR will report that 90% of students who participate in our Campus Links program will engage in two or more other high-impact learning experiences prior to graduation. Campus Links students will participate in service learning, which includes diversity and global learning, internships, and living learning communities (I&E)
OBJECTIVE 2.B.2 100% of all new tenure track faculty and full time AP and PSS staff will complete an intercultural training module (I&E)
OBJECTIVE 1.C.1 Six units are engaged departments (OCE)
OBJECTIVE 3.C.1 GVSU nurtures and sustains at least one systemic, interdisciplinary initiative—planned in collaboration with key community partners—to offer project-based experiences for students (OCE)
OBJECTIVE 4.C.1 Resource and reward university/community engagement through awards for outstanding initiatives (OCE)

COLLEGE/UNIT LEVEL COMMUNITY-ENGAGEMENT OBJECTIVES
Refer to specific college and unit strategic plans.

APPENDIX 2. Criteria for Carnegie Community Engagement Classification

I. <u>Foundational Indicators</u>
    A.   <u>Institutional Identity and Culture (Required documentation)</u>
        1.   Is CE a priority in its **mission** statement? Quote mission or vision.
        2.   Is CE formally recognized through **campus-wide awards and celebrations**?
        3a. Are there **mechanisms for systematic assessment of community perceptions** of engagement with community? Describe the mechanisms.
        3b. Does the institution **aggregate and use all of its assessment data** related to community engagement? Describe how.
        4. Is CE emphasized in the **marketing materials** (website, brochures, etc.) of the institution? Describe materials.
        5. Does the **executive leadership** of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote CE as a priority? Describe how.

    B.   <u>Institutional Commitment (Required documentation)</u>
        1.   Does the institution have a **campus-wide coordinating infrastructure** (center, office, etc.) to support and advance CE? Describe structure staffing, and purpose.
        2a. Are **internal budgetary allocations** dedicated to supporting institutional engagement with community? Describe source (% or $), permanent?, how is it used?
        2b. Is **external funding** dedicated to supporting institutional engagement with community? Describe specific external funding.
        2c. Is **fundraising** directed to CE? Describe.
        2d. Does the institution **invest its financial resources in the community** for purposes of community engagement and community development? Describe.
        3.a. Does the institution maintain **systematic campus-wide tracking** or documentation mechanisms to record and/or track engagement with the community? Describe.
        3.b. If yes, does the institution **use the data** from those mechanisms? Describe.
        4.a. Are there **systematic campus-wide assessment mechanisms** to measure the impact of institutional engagement?
        4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Students**
        4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Faculty**
        4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Community**
        4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on the Institution**
        4.f. Does the institution **use the data from the assessment** mechanisms? How?
        5. Is community engagement defined and planned for in the **strategic plans** of the institution? Cite specific excerpts…
        6. Does the institution provide **professional development support for faculty and/or staff** who engage with community?
        7. Does the community have a **"voice" or role for input** into institutional or departmental planning for community engagement? Describe how…

8. Does the institution have **search/recruitment policies or practices** designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement? Describe…

9. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? Describe context for policies…

10.a. Is community engagement rewarded as one form of **teaching and learning**? Cite text from handbook…

10.b. Is community engagement rewarded as one form of **scholarship**? Cite text…

10.c. Is community engagement rewarded as one form of **service**? Cite text…

11. Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? List colleges. What percent of total? Cite 3 examples…

12. If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods? Describe…

At this point, applicants are urged to review the responses to Foundational Indicators I.A., 1-5, and I.B., 1-12 and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2020.

C. Supplementary Documents

1. Is community engagement noted on **student transcripts**? Describe how.

2. Is community engagement **connected with diversity and inclusion work** (for students and faculty) on your campus? Provide examples.

3. Is community engagement **connected to efforts aimed at student retention and success**?

II. Categories of Community Engagement

A. Curricular Engagement

1.a. Does the institution have a **definition, standard components, and a process for identifying service learning courses**? Discuss…

1.b. If you do have a **process for designating service learning courses**, how many designated, for-credit service learning courses were offered in the most recent academic year? What percentage of total courses offered at the institution?

1.c. How many **departments** are represented by those courses? What percentage of total departments at the institution?

1.d. How many **faculty** taught service learning courses in the most recent academic year? What percentage of faculty at the institution?

1.e. How many **students** participated in service learning courses in the most recent academic year? What percentage of students at the institution?

1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end.

2.a. Are there **institutional (campus-wide) learning outcomes** for students' curricular engagement with community? Provide examples.

2.b. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community **systematically assessed**?

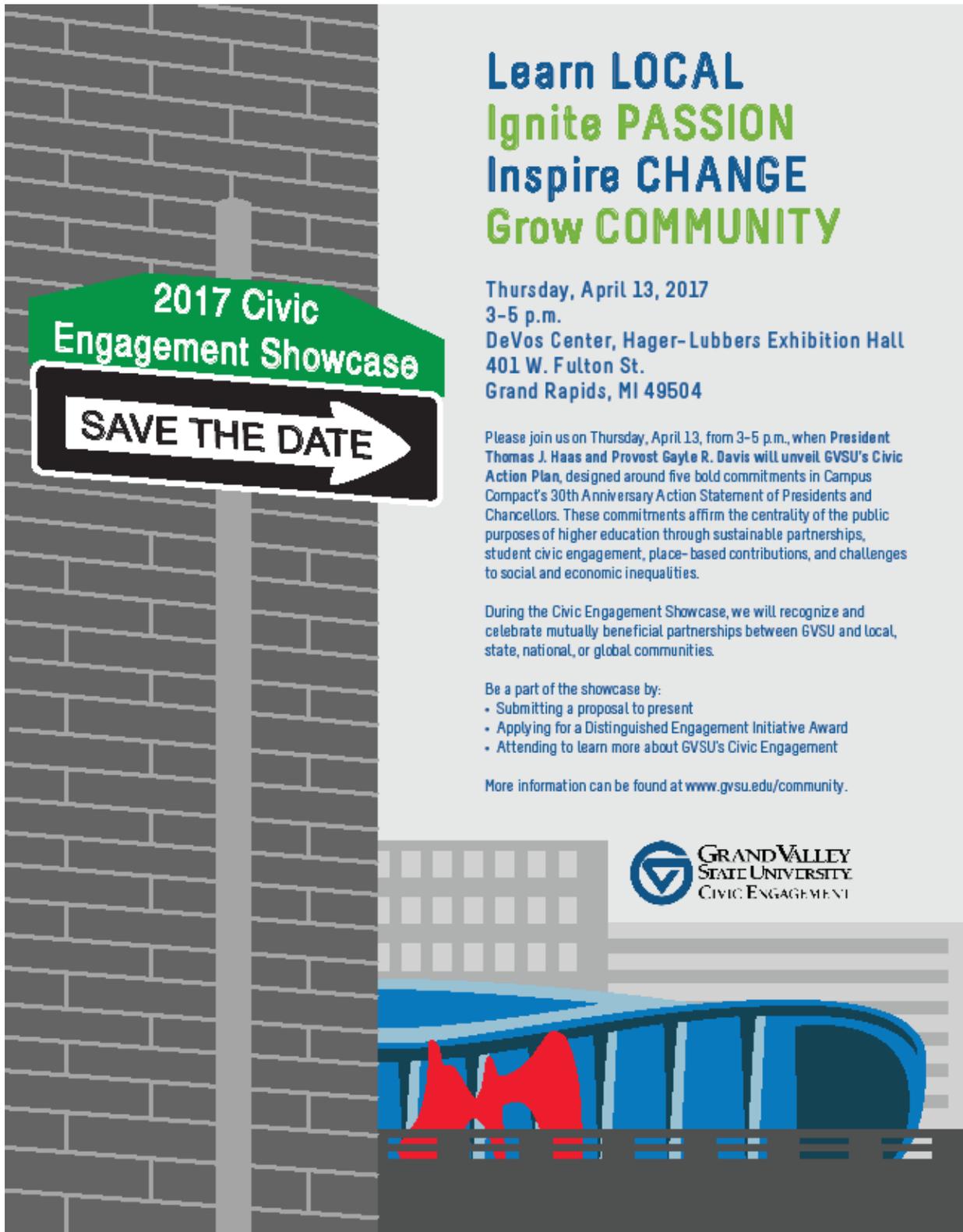2.c. If yes, describe use of the assessment data related to institutional (campus-wide)

learning outcomes for students' curricular engagement with community

3.a. Are there **departmental or disciplinary** learning outcomes for students' curricular engagement with community?

3.b. Are **departmental or disciplinary learning outcomes** for students' curricular engagement with community systematically assessed?

3.c. If yes, describe use of assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community

4.a. Is community engagement **integrated into the following curricular (for-credit)** activities? Please select all that apply and provide examples for each.

4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Select…

5. Are there **examples of faculty scholarship** associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)? Provide min of 5 examples.

B. Outreach and Partnerships

1. Indicate which **outreach programs** are developed for community. Select…

2. Which **institutional resources** are provided as outreach to community? Select

3. Describe **representative examples of partnerships** (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships). First **download the Partnership Grid template** (Excel file), provide descriptions of each partnership in the template, and then upload the completed file here.

4.a. Do the institution or departments promote **attention to the mutuality and reciprocity** of the partnerships?

4.b. Mechanisms to **systematically collect and share feedback and assessment** findings regarding partnerships, reciprocity and mutual benefit, from community partners to the institution and from institution to the community?

5. Are there **examples of faculty scholarship** associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide minimum of 5 examples.

APPENDIX 3. 2017 Civic Engagement Showcase Flyer