

Civic Action Plan Davidson College March 2017

In March 2016, President Carol Quillen signed the Campus Compact 30th Anniversary statement affirming its principles and making a commitment to articulating a civic action plan grounded in those principles. Our civic action plan aims to elevate and unify existing efforts with the vision of creating an ethos of civic action that:

- Builds on the longstanding commitment to engaged scholarship and leadership of faculty, staff and students
- Empowers faculty and staff to partner with community organizations, expand community capacity and impact pressing social issues using collective action frameworks
- Provides all students with access to experiential civic action pathways during their time at Davidson College
- Empowers a network of collaborative, cross divisional teams to deepen civic learning and create sustainable community change
- Celebrates faculty and staff for their civic action efforts
- Assumes personal and social responsibility are an integral part of a liberal arts education

Institutional Context & Approach

Mission, Aspirations & Initiatives

Davidson College's value for civic action is clear in its statement of purpose: "The primary purpose of Davidson College is to assist students in developing humane instincts and disciplined and creative minds for lives of leadership and service." The longstanding commitment to engaged pedagogy by faculty and staff has facilitated current aspirations that focus on "reimagining the liberal arts" and cultivating learning experiences where students discover their passion and talents in light of what the world needs. Such experiences support graduates who are creative, compassionate, global citizens and lifelong learners who have transformational impact in the world and lead in service of something larger than self.

Not surprisingly, these aspirations have cultivated curricular change, initiatives, and planning efforts that not only contribute to strong focus on leading and serving in our communities, but also provide points of synergy related to this civic action plan. Such initiatives include:

Focus on Justice, Equality, Community - In the fall of 2016, the faculty approved a new graduation requirement where students will take at least one course that addresses justice and equality. These courses will focus on local, regional, national, and/or global dimensions of equality and justice, and on methods (i.e., legal, intellectual, creative, political, cultural, aesthetic, or scientific) that have been used to foster awareness of or to remedy inequalities and injustice. Recent major gifts from the BACCA Foundation, the Duke Endowment and the Mellon Foundation have provided resources to support inclusive pedagogy and the integration of Justice, Equality and Community into the curriculum and co-curriculum.

Academic neighborhoods – Stemming from a lead gift from the Duke Endowment in 2012, Davidson embarked on an ambitious plan to restructure the main academic portion of its campus to create learning spaces that foster new methods of interdisciplinary learning. Six buildings will be expanded, renovated or constructed over the next decade to create a "neighborhood" with flexible spaces and common areas that encourage the exchange and generation of ideas across conventional academic boundaries-between departments, between disciplines, and between the arts and sciences. The new neighborhood configuration will provide for increased opportunities for collaboration with outside businesses, organizations, and universities, significantly enhancing Davidson's already considerable program of undergraduate research.

Comprehensive campaign - In November 2014, Davidson launched a \$425 million comprehensive campaign entitled *Gamechangers: Inspiring Leaders to Change the World*. One of three broad categories within the campaign is support for initiatives that prepare Davidson students to lead and innovate in an evolving world. As Davidson continues to lead within a changed environment, "what makes Davidson, Davidson" has never been more important. We must continue to build on Davidson's gifts to provide, for our time, a liberal arts education that best serves our world. Together, we can reinforce what makes Davidson exceptional by investing in initiatives that prepare Davidson to lead, now and into the future.

Existing Engagement Infrastructure

While community engagement and civic action are core values enacted throughout campus, the Davidson College Center for Civic Engagement serves as the "hub" for resources and support around these activities. The Center staff – including 7 staff and 17 Americorps team members – develop sustained partnerships with public and nonprofit organizations and connects students, faculty and staff with opportunities to build community capacity and impact positive community-driven change. Programs and events range from introductory service experiences to immersive summer internship programs, community-based learning courses, and leadership experiences. Institutional, expendable and endowed budgets for the center exceed \$2 million and include financial aid and operational support for the endowed Bonner Scholars program. Civic engagement experiences are a part of major campus-wide

events, including New Student Orientation and the annual “Celebration of Service” awards ceremony in recognition of the community-based contributions of faculty, staff, students, alumni and community partners.

The center works collaboratively with nonprofit and community organizations to offer programs and resources that increase community capacity, educate our community about the range of ways to be civically engaged and provide students with the opportunity to affect positive social change. In addition to promoting experiential opportunities with organizations, ranging from introductory service experiences to immersive internship programs, community-based learning courses and leadership experiences, the center hosts the Community Collaborative; a group of nonprofit professionals, community leaders, and engaged citizens that meet once in the summer to discuss areas of need and plan collaborative strategies. They meet again in January at the Community Innovation Institute, which is a daylong event with speakers and breakout sessions to advance community change work and promote collaboration.

Over 90 percent of students at Davidson participate in civic engagement experiences through a range of curricular and co-curricular avenues. Last year, students contributed over 85,000 hours of service to and raised over \$350,000 dollars for non-profit organizations. Thirty-five student organizations exist whose primary purpose is direct service, philanthropy, social justice or advocacy, including groups like Habitat for Humanity, Amnesty International and the International Justice Mission. Students extend this passion into their academic work as well. For example, last summer a student focused on community health in Buena Vista, Peru through a clinic partnership, while another worked with women refugees through a sports program.

The faculty is engaged in the community, integrating community work into their courses or contributing their expertise to non-profit boards and organizations, as well as to their profession. In 2016-17, a record number of 27 community-based learning courses were offered. Curriculum development grants and resources exist to support the integration of community-based learning components into courses and other academic community work. Faculty are recognized for their engaged scholarship in the promotion and tenure process and through awards like the “engaged scholar” award at the Celebration of Service ceremony.

Through community-based learning courses and experiential programs like the Bonner Scholars program, Education Scholars and summer research initiatives, students contribute to the community through projects like assessing water quality in the Lake Norman area, presenting strategies to a local museum on ways that exhibits can be more accessible to individuals with intellectual disabilities, expanding an afterschool program into the middle school grades, developing effective delivery routes for an urban farm, and delivering a series of anti-bullying theatre performances in partnership with youth at local schools, just to name a few examples. In 2014, the Experiential Learning Advisory Board was formed to examine how current and future experiential learning programs

should be shaped to educate each Davidson student for a life of leadership, service, and disproportionate impact for good. The group's recommendation to launch an initiative encouraging all students to participate in at least one high impact experiential learning opportunity early in their college career will move forward in the fall of 2017.

Approach

Given our existing engagement infrastructure and the reality that Davidson had a significant number of current strategic initiatives and efforts already in progress at the time the Campus Compact 30th Anniversary statement was signed, we chose to capitalize on the opportunity to elevate and unify existing civic action efforts. Instead of organizing another planning team to advance our Civic Action Plan, we will leverage the network of already existing collaborative teams (e.g, Experiential Learning Advisory Group, Leadership Development Team, Davidson Serves collaboration, Community Collaborative). This strategy harnesses the expertise of our faculty, staff, students, and community members and matches our desired outcomes of creating a campus wide ethos for civic action. While each outcome has a responsible point person, department or collaborative team, the associate dean of students and director for the Center for Civic Engagement will connect with various teams to report on accomplishments related to the plan.

Goals, Actions and Outcomes

Goal 1: *Prepare students and recent graduates to successfully transition into the world with the knowledge, skills and abilities to make a positive impact on their communities.*

Strategy / Action	Type of change	Commitment	Outcomes / Indicators of Success	Who Involved
Develop a collaborative leadership development program that highlights what makes Davidson distinctive and focuses on what society needs in leaders today.	Culture, Sustainable capacity development	#2	All students have access to emerging leaders program that provides a foundation Successful completion of learning outcomes associated with program	Collaborative Leadership Development Team including representatives from the Center for Civic Engagement, Chidsey Center for Leadership Development, Residence Life, Student Activities, Center for Career Development, Innovation & Entrepreneurship, and College Relations
Launch collaborative initiative challenging all students to have at least one high impact experience prior to graduation.	Culture, Sustainable capacity development	#1, 2, 4, 5	All students take part in at least 1 high impact, immersive experience during their time at Davidson Based on reflective components, successful achievement of learning outcomes	Experiential Learning Advisory Team including representatives from the Center for Teaching and Learning, Center for Civic Engagement, Center for Career Development, the Dean Rusk International Studies Program
Develop and publicize curricular pathways for students to explore civic action and change	Sustainable capacity development	#1, 2	Number of student accessing pathway models	Community-based learning faculty, Center for Civic Engagement staff

themes as a complement to their major.				
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Goal 2: *Provide postgraduate Fellowship opportunities for recent Davidson graduates to work in partnership with organizations that address critical social issues and empower fellows to create and implement solutions to some of the most urgent problems our society now confronts.*

Strategy / Action	Type of change	Commitment	Outcomes / Indicators of Success	Who Involved
By 2020, develop sustained model for Davidson Impact Fellows program that provides recent graduates the opportunity to engage in socially impactful work after graduation, working in nonprofit agencies or in social impact / community roles with direct management and mentorship from high-level leaders, at local, national and global organizations.	Sustainable capacity development	#2, 3, 4, 5	5% of graduating class has opportunity to engage in socially impactful work through the DIF program Measured impact stemming from capstone or community-based learning project	Center for Career Development and partner organizations
Develop a sustained model for Davidson College Advising Corps that places recent college graduates in rural	Sustainable capacity development	#2, 3, 4, 5	Up to 20 recent graduates have the opportunity to serve as advisers in the program	Center for Civic Engagement, College Advising Corps, partner K12 institutions in western, rural North Carolina

western North Carolina high schools to increase the number of low-income, first generation college, and underrepresented students who enter and complete higher education.			Indicators of improved college going culture at respective K12 partner institutions include increased number of college applications and acceptances; increased amount of financial aid received, etc.	
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Goal 3: Deepen support for community-based learning faculty by providing resources, support, and recognition for engaged scholarship.

Strategy / Action	Type of change	Commitment	Outcomes / Indicators of Success	Who Involved
Facilitate partnerships and provide support for community based engagement connected to current curricular granting resources including those from the BACCA Foundation, Mellon Foundation, and the Duke Endowment.	Sustainable capacity development	#1, 4, 5	Increased number of sustained partnership with nonprofit and community organizations. Increased number of faculty involved with engaged pedagogy	Center for Civic Engagement as requested by respective grant steering committees
Expand the ways in which faculty can utilize curriculum development grants in the Center for Civic Engagement.	Policy / Systems	#1, 4, 5	Increased number of faculty accessing Center for Civic Engagement grants to facilitate sustained partnerships for community projects	Center for Civic Engagement

Include community-based learning and grants related to community-based efforts in Faculty 180 – the activity and workload tracker for faculty.	Policy / Systems	#1,5	Increased number of faculty reporting efforts with engaged pedagogy and outreach programming.	Center for Teaching & Learning / VPAA Office
In addition to program level assessment support, facilitate sustained institutional assessment surrounding civic action.	Culture	#5	Enacted plan for regular assessment at the institutional / cultural level including assessments like the Personal and Social Responsibility Inventory and NASCE	Center for Civic Engagement in partnership with Institutional Research and the Center for Teaching and Learning.

Goal 4: *Strengthen our leadership as an anchor institution and cultivate partnerships for community engagement and change.*

Strategy / Action	Type of change	Commitment	Outcomes / Indicators of Success	Who Involved
Following 2017 pilot, host annual community innovation institute and collaborative community meetings with community partners, students and faculty that facilitates collaborative and reciprocal project development.	Sustainable capacity development	#1, 3, 4	Increased number of collaborative projects and sustained partnerships that span semesters and academic year. Measured impact on community-define needs	Center for Civic Engagement Community Collaborative Advisory Team Faculty Engaged with Community -based Learning

Goal 5: Offer cross-divisional, collaborative programming and initiatives that (1) model values of democratic engagement, (2) involve faculty, staff, students, alumni and community members (3) demonstrate the range of ways to be “engaged” in the community and (4) model personal and social responsibility as a lifelong value.

Strategy / Action	Type of change	Commitment	Outcomes / Indicators of Success	Who Involved
<p>Launch “Intersections” - a collaborative, interdisciplinary series organized through the Center for Civic Engagement that (1)Fosters civic, intercultural and ethical learning, (2) Emphasizes personal and social responsibility in every field of study and component of one’s life, (3) Expands understanding of what it means to be civically engaged and (4) Bolsters the focus of community based learning and immersive civic engagement work happening with faculty and student leaders.</p>	<p>Culture, sustainable capacity development</p>	<p>#1,2,3,4</p>	<p>Sustained program model</p> <p>Expanded understanding of what constitutes personal and social responsibility and how constructs are interconnected</p> <p>Breadth of involvement in the program</p>	<p>Center for Civic Engagement, Faculty, leaders of student organizations, nonprofit partners involved with community change efforts, faculty in all disciplines</p>

<p>Develop sustained partnership model for the alumni service initiative including partnership with on campus civic engagement efforts.</p>	<p>Culture, Sustainable capacity development</p>	<p>#1,2,3,4</p>	<p>Expansion of sustained partnership opportunities between the alumni service initiative and student leaders beyond National Volunteer Week programming.</p> <p>Number of sustained partnerships in cities with alumni chapters</p>	<p>Alumni Relations, Student Leaders of Social Action organizations, Center for Civic Engagement, Annual Giving, Administrative Advisory group</p>
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