

At Queens, we believe that an education should not just lead to a job, but to an understanding of what it means to be a responsible citizen – in our communities and in the world at large. Our motto is “non ministrari sed ministrare,” or “not to be served, but to serve.” This motto shapes the everyday expectation and experience of all members of our campus.

## MISSION

We strive to empower members of our community, including students, faculty, staff and alumni, to be authentically engaged citizens on campus, off campus, and throughout the world. We help bridge the academic and civic missions of the university to live out its motto by:

1. Coordinating partnerships with local communities and community organizations with a specific emphasis on access, inclusion, equity, and trust.
2. Providing a resource center that connects students, faculty, staff and alumni with community needs to help bring about systemic change.
3. Coordinating and supporting a wide variety of community engagement opportunities for students (traditional and non-traditional), faculty, staff and alumni including volunteering, community-based learning, organizing for social change, and the scholarship of engagement.
4. Encouraging the University community to document and regularly increase the size and scope of its involvement in community engagement.

## APPROACH

With a long and rich history of community engagement, Queens is committed to **integrating**, **deepening**, and **expanding** its commitment to action as a signatory to the Campus Compact 30<sup>th</sup> Anniversary Action Statement. Queens has already made significant progress toward these goals. Three years ago, the University adopted a new general education curriculum in which community engagement is embedded. In this way, every student at Queens is guaranteed to have a meaningful, integrated engagement experience. Last fall, Provost Morton and Dean Downey reimagined the relationship between Academic Affairs and Student Life, creating a newly integrated office for Diversity, Inclusion and Community Engagement (DICE). In support of this initiative, three new positions were created: Assistant Dean for DICE (staff), Assistant Director for DICE (staff), and Director of Academic Community Engagement (faculty). This team is tasked with coordinating and facilitating community engagement throughout the curriculum and co-curriculum. Finally, in the past month, Queens has been designated a Voter Friendly Campus by the Campus Vote Project and Student Affairs Administrators in Higher Education.

Through thoughtful reorganization, leveraging existing assets, and the development of newly identified areas of opportunity, Queens Civic Action Plan will help our university continue its efforts to become a more engaged campus, and better serve both the campus and Charlotte communities.

## Institutional Baseline

In the spring of 2016, Provost Lynn Morton appointed Dr. Alexa Royden (Associate Professor, Political Science) and Dr. Margaret Commins (Associate Professor, Political Science and NC Campus Compact Engaged Faculty Scholar) to facilitate and coordinate campus activities related to community

engagement. Beginning in the fall of 2016 and continuing through the spring of 2017, Drs. Commins and Royden initiated an intensive data collection effort to create a baseline of community engagement activities at Queens. Dr. Royden surveyed schools (Deans), departments (Chairs), university programs (Directors), Student Life staff, co-curricular groups (e.g., the Chapel, athletics, student government), and relevant administrative offices to identify:

1. Active community partnerships
2. Ongoing efforts to assess community engagement
3. Service learning initiatives
4. University outreach programming
5. Resources dedicated to community engagement

Dr. Commins hosted a series of focus groups to invite the Queens community to share their experiences and expectations for community engagement at Queens. Focus groups included campus constituents and community partners from the greater Charlotte area.

The information collected above forms the institutional baseline for future planning.

### **Community Baseline**

The university wide community engagement survey identified over 150 active community partnerships. Preliminary assessment of the data identifies strong partnerships in the following areas:

1. Digital and media literacy (Knight School of Communication)
2. Public health (Presbyterian School of Nursing)
3. Literacy initiatives (Cato School of Education)
4. Immigration and refugee outreach (Political Science, History, World Language)
5. The helping professions (Psychology, Music Therapy and Human Services)
6. Sustainability (Environmental Science, Chemistry, Biology)

### **Planning Team**

While many campus constituents have participated in the process through the community engagement survey and focus groups, the following administrators, faculty and staff have been involved throughout the strategic planning process:

1. Dr. Lynn Morton, Provost & Vice President for Academic Affairs
2. Dr. John Downey, Dean of Student Life
3. Dr. Alexa Royden, Associate Professor and Director of Academic Community Engagement
4. Dr. Margaret Commins, Associate Professor and NC Campus Compact Engaged Fellow
5. Rabbi Judy Schindler, Director, Stan Greenspon Center for Peace and Social Justice
6. Mr. Darryl White, Assistant Dean, DICE
7. Ms. Crystal Dunham, Assistant Director, DICE
8. Dr. Diane Mowrey, University Chaplain
9. Dr. Brian Smentkowski, Director, Center for the Advancement of Faculty Excellence
10. Dr. Jeffrey Thomas, Director of General Education

**Strategic Goals**

1. Integrate and expand the alignment of Academic Affairs and Student Life to provide holistic community engagement programming, while deepening the connections between community engagement and diversity and inclusion.
2. Use the recently completed audit of university wide community engagement activities to expand engagement opportunities in alignment with Queens’ Strategic Plan.
3. Foster the culture of community engagement through curricular integration beyond the general education program, expanding opportunities for service learning at the department level and within majors.
4. Identify a common set of standards for the assessment of both academic and co-curricular engagement activities to more accurately measure impact on both student learning and partner goals.
5. Cultivate civil discourse through an expansion of Queens’ inaugural series of deliberative dialogues, through:
  - a. Exploration of the potential to integrate deliberative dialogue into the university and major curricula.
  - b. Increased opportunities for students to engage in deliberative dialogue through Student Life programming.
  - c. Targeted professional development through Queen’s Center for the Advancement of Faculty Excellence.
6. Increase opportunities for engaged scholarship through:
  - a. Recognition of engaged scholarship in tenure and promotion.
  - b. Targeted professional development through Queen’s Center for the Advancement of Faculty Excellence.

**OUTCOMES**

Strategic Goal	Type of Change/Campus Compact Commitment	Measures/Indicators
1	Capacity Development/ 1,2	Increased number of joint programs offered (AA/SL); Increased number of academic courses supported through DICE
2	Capacity Development; Culture/ 1,2,4	Increased number of community based projects in areas of alignment with Queens Strategic Plan
3	Culture; Policy and Systems/2,4,5	Increased number of service learning courses at the

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		department level and within major courses of study
4	Capacity Development; Policy and Systems/1,3	Increased number of community based projects regularly assessed using new common assessment measures
5	Capacity Development; Culture/2,4,5	Increased number of courses using deliberative dialogue; Institutionalize a campus wide dialogue series through DICE; Increased number of faculty trained to facilitate deliberative dialogue
6	Capacity Development; Policy and Systems/1,3,4	Recognition of engaged scholarship in tenure and promotion process; Increased number of faculty participating in engaged scholarship

## IMPLEMENTATION

Activity	Date	Responsible	Status
Review data collected through survey and focus groups with campus community	Fall 2017	Dr. Alexa Royden	In progress
Offer faculty development to support service learning and engaged scholarship	Ongoing	Dr. Alexa Royden, Dr. Brian Smentkowski	In progress
Finalize DICE Strategic Plan	Spring 2017	Rabbi Schindler, Mr. Darryl White	In progress
Host summer workshop with community partners and key campus stakeholders	Summer 2017	Dr. Alexa Royden and Dr. Margaret Commins	Planning in progress; event pending
Identify areas of strategic opportunity for review by Deans and Provost	Summer 2017	Dr. Alexa Royden	Pending
Develop assessment plan for University engagement activities	Summer/Fall 2017	Dr. Alexa Royden	Pending

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Develop university wide language defining and institutionalizing Service Learning in the curriculum	Summer 2017	Dr. Alexa Royden, Dr. Brian Smentkowski	Pending
Develop language to recognize engaged scholarship in the tenure and promotion process	Fall 2017	Appropriate university committees	Pending

## COMMUNICATION

Queens is committed to showcasing our achievements as we meet the goals outlined above. Working in concert with Marketing and Community Relations, the Director of Academic Community Engagement and the DICE staff will collect and publicize key stories through our website and campus publications. We will recognize faculty and students conducting engaged scholarship, and we will highlight key community partnerships that contribute to the health and strength of our communities.