

## Clarke University Civic Action Plan

### VISION/MISSION

With the Campus Compact 30<sup>th</sup> Anniversary Action Statement in mind, the overarching vision for Clarke University's Civic Action Plan is to leverage and strengthen existing community partnerships to address inequity in educational access, support, and attainment in the Dubuque, IA community. With the intent to empower our students, faculty, staff, and community partners, we plan to co-create sustainable support structures that leverage content knowledge and collective capacity to address perceived or real barriers to educational attainment in ways that are mutually beneficial to the University and community partners.

This enhanced civic engagement will prepare our students to be active social agents on campus and in the community with the understanding and appreciation of their own and others' perspectives across a range of diversities and social conditions in pursuit of the Common Good – defined as what all members of a society need to live healthy, fulfilling lives. Full achievement of our civic action plan will result in Clarke students modeling collaboration in leadership in support of Dubuque youth (K-12) and families reaching their full potential.

### APPROACH—STRATEGIC ORGANIZING FOR IMPACT

Clarke University will work in partnership with Fulton Elementary School, of the Dubuque Community School District, and the Multicultural Family Center (MFC) of Dubuque to leverage existing relationships and build sustainable and mutually beneficial connections to address inequity of educational access, support, and attainment

### INSTITUTIONAL BASELINE—WHAT ARE YOUR ASSETS?

Clarke has a rich tradition of faculty, staff, and student involvement in the Dubuque community. The institution has a history of collaboration with these two community partners through curricular and co-curricular experiences. These experiences “empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future” in the following ways. Fulton Elementary School in Dubuque, IA serves as a Professional Development School (PDS) for our Education Department. The core of the Clarke education program is the Professional Development School (PDS). The structure of the Clarke PDS partnership allows teacher candidates to take their method courses and a practicum on-site at local schools. At Clarke, each PDS is taught by two professors in residence, who are with the Clarke students at all times. Clarke professors in residence and Clarke pre-service teachers spend approximately 15 hours each week, 30 weeks per year, at Fulton. Education majors complete one to four PDS semesters, depending on endorsements. Fulton Elementary School has also served as a site for volunteer opportunities for other co- and extra-curricular volunteer engagement. For example, as a part of Clarke University's commitment to

developing engaged citizens, athletic team members have volunteered as tutors at Fulton Elementary School in the past.

The second community partner for Clarke University's Civic Action Plan is the Dubuque Multicultural Family Center. The MFC's mission is to empower "all families and community members of Dubuque to reach their potential and build unity out of diversity." Central to the mission and vision of the MFC is "understanding and collaboration across racial, ethnic, and socioeconomic groups committed to producing engaged families and community members." In partnership with Clarke University and other organizations, the MFC has created an inviting and safe space for youth, families, and community members that offers programming to "foster civic engagement and social and economic success." To date Clarke University has partnered with the MFC for service-learning connections at the course level and as a site for volunteer experiences for Clarke students.

Beyond the specific connections with Fulton Elementary for PDS and MFC for service-learning and volunteer opportunities, a primary institutional infrastructure at Clarke that illustrates our University's commitment to the Campus Compact five Action Statements and engagement with these community partners is through the Clarke Compass experience. The Clarke Compass emphasizes the Common Good as students to intentionally and actively engage through coursework, service-learning, internships, and leadership opportunities. As the institution's signature program, the Clarke Compass provides a framework of outcomes and competencies that is supported through various departmental and support-staff structures. For example, the Clarke University academic departments partner with the Compass and Career Services and Campus Ministry offices to support student engagement on and off-campus to meet the Compass outcomes.

The Clarke Compass experience launched in the fall of 2015 with the incoming first-year class. Two cohorts and transfer students are now integrated into this experience. The three primary outcomes of the Clarke Compass experience associated with civic engagement are: intercultural engagement, leadership, and professional preparedness (see Table 1). These outcomes fit well with the Civic Action Plan commitment to "prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good." Although students can meet Compass outcomes in ways beyond local civic engagement, this Civic Action Planning process and affirmation of community partnerships with Fulton Elementary School and the MFC will provide greater opportunities for students to meet these requirements in meaningful ways in the larger community. It will clearly illustrate that "[w]e 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."

Although we are still early in the implementation of the Clarke Compass experience, institutional software captures data on students' experiences, while giving them' access to a co-curricular transcript. Additional data on civic engagement with various community partners is captured annually by the Student Life division through surveys of faculty and staff. Finally, the

Education Department assesses student learning in the PDS program through various course and programmatic assessments that are analyzed at the individual level and in aggregate form. Data captured through the Clarke Compass, Student Life, and Education Department assessment can be used as a benchmark for assessing involvement and impact. By partnering with Fulton Elementary and the Multicultural Family Center, we expect to, as appropriate, connect to data they capture on the impact of civic connections with their students, clients, and families. One potential obstacle we look forward to exploring and addressing with data collection has to do with the transient quality of the population both Fulton Elementary School and the Multicultural Family Center serve.

### **COMMUNITY BASELINE—WHAT ARE YOUR ASSETS?**

The Dubuque, IA community has been proactive and collaborative in identifying and addressing the needs of the community. This commitment is evidenced by the peer-learning network, Inclusive Dubuque. Inclusive Dubuque, of which Clarke University is a network partner, is a network of “leaders from faith, labor, education, business, nonprofit and government dedicated to advancing justice and social equity in our community” (see: <http://inclusivedbq.org/>). To understand and take action in addressing the equity-related challenges in our community, Inclusive Dubuque has formed groups associated with various sectors of our community: education, economic wellbeing, transportation, safe neighborhoods, health, housing and arts and culture. This existing infrastructure of the Education Sector group is working to “create a community-wide educational system that supports every person succeeding in school and life” (<http://inclusivedbq.org/working-groups/education/>). The Inclusive Dubuque’s Education Sector encourages network and community partners to focus on adopting an equity lens in education using the following as indicators: 3<sup>rd</sup> grade reading proficiency, high school graduation rates, and education attainment rates. Further, the education sector of Inclusive Dubuque, has a score card that tracks the ongoing work of community partners to address these educational inequities (see: <https://app.resultsscorecard.com/Scorecard/Embed/20706>). These current collective impact efforts have helped inform Clarke University’s Civic Action Plan to partner with Fulton Elementary School and the MFC to address educational inequities.

As a PDS partner, Fulton Elementary School has already established the necessary parameters for Clarke University student engagement with their student population (K-5). Moreover, as a member of the Dubuque Community School District, it adheres to a series of expectations of and for volunteers (see: <http://www.dbqschools.org/parents/documents/volunteer/>). Given that Clarke University has an already-established partnership with Fulton Elementary School, we anticipate the opportunity to expand offerings to Fulton Elementary school students and families through in-school, after-school, and out-of-school connections (e.g., hands-on science activities during after-school programming, offering mini-courses to students on various topics, connecting students with mentors, educational presentations made to parents through parent information meetings). Similar to the relationship with Fulton Elementary, Clarke University has established prior relationships with the Multicultural Family Center in Dubuque. These relationships have been coordinated in the context of individual academic departments (e.g.,

Spanish classes offering Dia de los Muertos activities for youth and their families) and through Student Life and Campus Ministry offerings; however, in initial conversations with the Director of the MFC, Dr. Farris Muhammad, we have learned that the MFC has identified high school students as their priority for educational services. Some identified areas of need include, but are not limited to: individual or group tutoring for particular academic subjects (e.g., mathematics); individual or group tutoring on learning strategies (e.g., reading for comprehension, time management); assistance with college search, application and FASFA completion; mentoring; and career preparation.

Although Clarke University currently has strong and consistent relationships with these community organizations, the efforts and contacts with both partners, with the exception of the PDS, may seem disjointed or uncoordinated. That is, although we entered into relationships with these organizations with the intent of mutually beneficial experiences and recognized the overlap and distinctiveness of each organizations' goals, we lack an overarching organizing principle that guides each interaction. The guiding initiative of Clarke University's Civic Action Plan developed in this process – to leverage and strengthen existing community partnerships to address inequity in educational access, support, and attainment in the Dubuque, IA community – will offer a clear and cohesive framework for assessing community partners' goals and needs, and establishing a direction for how Clarke University students, faculty, and staff can serve in partnership as change-agents in addressing these needs and supporting each other's goals.

### **PLANNING TEAM—DRIVERS OF CHANGE, CONNECTORS**

The planning team for Clarke University will consist of a core group of individuals with plans for expanding inclusion as community partner needs are assessed and identified. The current planning team consists of:

- Dr. Susan Burns, Vice President for Academic Affairs
- Ms. Kate Zanger, Vice President for Student Life and Clarke University representative on the Education Sector of Inclusive Dubuque
- Ms. Kari Vize, Director of Compass and Career Services
- Dr. Paula Schmidt, Professor of Education and Interim Dean for Undergraduate Studies
- Dr. Andrea Bixler, Professor of Biology
- Dr. Rachel Daack, Professor of Sociology
- Dr. Sean Bradley, Professor of Mathematics
- Ms. Brooke Pasker, Assistant Director of Campus Ministry
- Dr. Chris Nugent, Principal Fulton Elementary School
- Dr. Farris Muhammad, Director of the Multicultural Family Center
- Clarke University Student Representatives

The constellation of this team includes leadership from Clarke University and community partners who have the necessary perspective and power to assess the needs and capacity for partnership, and to sustain meaningful change in addressing the inequities in educational access and attainment in our community. This team also includes representatives from

academic departments who possess disciplinary knowledge, have demonstrated commitment to and persistence in civic action and engagement, and are respected senior members of the faculty. Selection of Clarke University student representatives will be based upon recommendations from Academic Affairs and Student Life Staff and faculty.

The expectations of the team will evolve as we work through the planning and implementation process. In the first year of planning, the expectation of the team is to be actively involved in assessing the needs of the community organizations and identifying ways in which Clarke University can partner to help address those needs. As plans solidify, the expectation of the team will shift toward engaging additional faculty, staff, and students to carry out the plans. As the plan has been implemented, the team will be expected to engage with assessment and reflection on the success of various initiatives. Finally, given the representation of various constituents on the planning team, team members will be expected to engage their colleagues in seeking input so that voices beyond the team are heard in the planning and implementation process.

The goal and design of Clarke University Civic Action Plan is best described as a combination of a Platform Partnership and Leadership in a Collective Impact Network. That is, we are specifically partnering with two community organizations – Fulton Elementary School and the Multicultural Family Center – who strive to meet the needs of youth and families in the Dubuque region. We seek to leverage the resources currently in place with these valuable community partners and Clarke University to align and address the inequalities in educational access and attainment for the diverse populations served by these community partners. We believe the combination of Platform Partnership and Leadership in a Collective Impact Network will work because of our already established relationships with these organizations and the shared value of educational access and attainment. Moreover, our existing infrastructure allows for clear and consistent communication in initial planning and implementation with these two community partners. This Civic Action Plan will allow for further coordination and affirmation in our existing partnership with these two organization. However, Clarke University, as a network partner with Inclusive Dubuque, intends to partner with other community organizations to achieve the goal of addressing inequalities in education, and thus may serve as a Leader in a Collective Impact Network.

## **OUTCOMES**

We intend to assess our progress both by measure of participation and by evaluation of sustained impact. The first step and priority in this action planning process is to officially and transparently assess the needs of the community organizations with regard to educational access, support, and attainment, and to identify Clarke University's capacity to meet these needs. Once needs and capacity are assessed, then the planning team will coordinate the implementation of programming to meet community partner needs in a way that is mutually beneficial.

Clarke University anticipates the Civic Action Plan will result in change within our University and the community partner organizations, leading to positive changes within the community.

## **TYPES OF CHANGE FOR FOCUS**

### **Sustainable capacity development**

Utilizing existing partnership structures, Clarke University intends to highlight and prioritize engagement with Fulton Elementary and the Multicultural Family Center in the context of the Clarke Compass (a requirement of students, met both by curricular and co-curricular experience) and for service opportunities outside of the Clarke Compass context. After assessing the specific needs associated with educational access, support, and attainment, the team will identify potential departmental (academic and staff) connections to help address needs. For example, the Admissions and Financial Aid departments do not currently, but could offer educational sessions at the Multicultural Family Center on planning for college for high school students and their families.

### **Culture**

Clarke University's mission and core values center on the promotion of the Common Good through social action. As stated previously, the Common Good is central to the Clarke Compass experience and the mission of the University. Thus, although we expect participation in the Civic Action Planning process to more fully coordinate and engage our students, faculty, and staff in focused community engagement, we expect this experience to affirm the Clarke University culture, based on the Core Values of our founding order, the Sisters of Charity of the Blessed Virgin Mary. These values are Freedom, Education, Charity, and Justice.

The involvement and strategic selection of members for our Planning Team and expectation of intentional expansion of this team after assessing our community partners' needs, will ensure full participation in this campus-wide conversation and action. The presence of two Vice Presidents on the Planning Team further ensures that there is communication with the President's Cabinet about how each area of the University can fully engage in this partnership for meaningful civic engagement with Fulton Elementary School and the Multicultural Family Center to address inequity in educational access, support, and attainment in our community.

Civic engagement and community partnership is currently valued and recognized in various policies and systems at Clarke University. For example, one of the criteria for annual review, and tenure and promotion evaluation of faculty, is service. In the rubric for evaluating this criteria a characteristic of Exemplary service includes "substantial community service that reflects the mission of the University." Further, the Faculty Evaluation Manual clarifies by stating, "Community service activities necessarily vary widely in scope and kind, and are therefore difficult to categorize specifically. The University recognizes that worthwhile service contributions are those in which the faculty member contributes his or her knowledge,

interests, and skills in a manner that clearly impacts positively on the community. In general, the value of any service activity for evaluation purposes depends upon the activity's scope and significance, the faculty member's level of involvement and the relationship to the University mission." Moreover, faculty engagement and encouragement in partnership with the Civic Action Plan community partnerships can be recognized and rewarded in the annual and tenure and promotion evaluation of teaching and professional activities. In the broad category of teaching there are two areas evaluated that most closely relate to activities of civic engagement: Content Expertise and Instructional Design. Evaluation criteria for content expertise notes an Exemplary rating includes "expertise is sought out by others within and outside the university." Exemplary rating of Instructional Design includes "Learning activities are unusually creative and promote student engagement in the course beyond usual expectations." Clarke University faculty are encouraged to engage in professional activities related to pedagogy and are rewarded for using teaching techniques such as service-learning. Through the process of the Civic Action Planning, the faculty and administration of Clarke University will explore the possibility of further recognizing and rewarding civic engagement as a pedagogical technique and professional development activity in the annual and tenure and promotion evaluation of faculty.

One of the ways in which Clarke will explore further supporting faculty use of service learning as a pedagogical tool is through the potential development of a Community Engagement Faculty Fellowship program. With such a program, faculty could apply to receive support (e.g., stipend, release time) to redesign a current course to build a substantial element of community engagement. Faculty fellows could work with the identified community partners to design meaningful civic engagement opportunities that enhance the learning of course content. Further, faculty selected for this fellowship could work with other fellows to share ideas for course redesign and implementation. In the year subsequent to their fellowship, faculty could serve as mentors to future fellows further emphasizing Clarke University's cultural support of civic engagement. We recognize that design of such a program would require institutional infrastructure and support not currently identified.

As previously stated, the Common Good is central to the Clarke Compass experience. Clarke's general education curriculum is embedded within the Clarke Compass. Through the implementation of the Clarke Compass experience, the faculty have more clearly and intentionally embedded discussion of and action toward the Common Good in courses that meet general education outcomes. As a signature program within the Clarke University experience, Admissions discusses the centrality of the Clarke Compass and the Common Good, which again, focuses on the health, wellness, and fulfillment of all members of society.

Another example of the value Clarke places on community service is the John and Mary Miles Community Service Award. This award is presented at the annual Honors Banquet to a sophomore student who has demonstrated energetic service through Clarke University. The faculty and sophomore student vote for the award recipient. The award is an example of the value that the institution places on service.

Clarke University's participation in this Civic Action Planning will, again, encourage the coordination and strategic emphasis on relationship with two community partners (Fulton Elementary School and the Multicultural Family Center) for a specific purpose (educational access, support, and attainment) with the intent to further align with the mission and vision focus of the Common Good. Civic Action Planning will push our institution to further commit to, support, and reward faculty, staff, and student engagement in civic engagement. See Table 2 for Preliminary Plans of Outcome Measurement.

## **TIMELINE AND ACCOUNTABILITY**

With confirmation from community partner leadership, Clarke University has set forth an anticipated timeline for planning, implementation, and assessment of our Civic Action Plan. The Planning Team, with the Vice President for Academic Affairs serving as Chair, will meet regularly to monitor the progression and success of this plan. See Table 3 for progress planning and monitoring expectations.

## **COMMUNICATION**

The communication of Clarke University's Civic Action Plan will be coordinated by the Planning Committee and will involve changes to system, policy, and community action. Through the initial stages of this planning process, we have identified community partners who hold similar values and commitment to education from youth to higher education. This supports our decision to focus on addressing educational inequities of access, support, and attainment. The intent is to publically promote this partnership through print, electronic, and signage materials with all three organizations (i.e., Clarke University, Fulton Elementary School, and the Multicultural Family Center).

At Clarke University, systemically, students will be recognized for their civic engagement with these community partners through meeting Clarke Compass requirements. Students who excel in advancing the Plan through their service will be recognized at the annual Honors Banquet. These engagement experiences will be recorded on their co-curricular transcripts as evidence of their involvement in meeting community needs through active participation. Clarke faculty will be encouraged, supported, and acknowledged for their active partnership in engaging students through the annual and tenure and promotion processes. Clarke faculty will also be encouraged to explore ways to present at local, regional, and national conferences on their scholarly engagement (e.g., scholarship of teaching) with these community partners. This scholarly engagement and presentation can be supported through additional funding beyond standard annual faculty development funds through application to our Faculty Development Summer Grants or the previously mentioned Community Engagement Faculty Fellowship Program. Faculty Development Summer grant funding is available to faculty who want to work on establishing, expanding upon, or conducting research with community partners. Clarke staff will be given further opportunity to provide service in partnership with these community organizations. Faculty and staff will be invited to present updates of their connections with



these community partners through the Civic Action Plan at Faculty Senate and Staff Assembly. Moreover, students will be invited and encouraged to present on their experiences at the Annual Clarke Student Academic Conference, held every April. Finally, Clarke will assist with communicating with the appropriate administration, board, and constituents of the community partners.

**Table 1 – Clarke Compass Outcomes Encouraging Student Civic Engagement**

<b>OUTCOME</b>	<b>DESCRIPTION</b>	<b>COMPETENCIES</b>
<b>Intercultural Engagement</b>	<p>Students will deepen their understanding and appreciation of their own and others’ perspectives across a range of diversities and social conditions, including but not limited to gender, race, ethnicity, language, religious beliefs, sexual orientation, human capacity, or socio-economic status.</p> <p>Through various activities, they will deepen their awareness of local and/or global issues, and of how their actions affect the Common Good.</p>	<p>Cultural self-awareness                      Recognition of the world’s diversity and needs                      Openness to difference                      Personal and social responsibility                      Knowledge of cultural worldview frameworks                      Engagement in concrete efforts to:</p> <ul style="list-style-type: none"> <li>- develop solidarity,</li> <li>- meet human needs, or</li> <li>- further justice, peace, or the Common Good</li> </ul>
<b>Leadership</b>	<p>Students will develop personal and professional leadership skills, and put them into practice.</p> <p>They will apply these leadership skills for personal and professional advancement.</p> <p>They will demonstrate leadership in a context that is linked to the Common Good.</p>	<p>Interpersonal communication                      Collaboration and team building                      Motivational strategy                      Dependability                      Responsibility                      Creativity                      Compassion                      Passion                      Taking Initiative                      Assertiveness</p>

<b>OUTCOME</b>	<b>DESCRIPTION</b>	<b>COMPETENCIES</b>
<b>Professional Preparedness</b>	Students will apply knowledge and skills they have learned in a professional context.  They will gain experience that will make them more valuable to employers and effective contributors to the common good.	Acquiring and evaluating information Gaining work experience Being adaptable Displaying a positive attitude Demonstrating professional behaviors Applying collaboration skills Using technology in professional ways

**Table 2. Outcome Measurement – Preliminary Plans**

<b>Outcome</b>	<b>Type of change</b>	<b>Commitment</b>	<b>Measure(s)</b>	<b>Indicator(s)</b>
Increased engagement with the community partners, leveraging existing partnerships and content expertise.	System/Culture	<p>#1 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.</p> <p>#2 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.</p>	<p>Academic and Student Life Departmental reporting of service-learning engagements with community partners.</p> <p>Student self-reported co-curricular engagement of experience in line with the Clarke Compass Leadership and/or Intercultural Engagement outcomes.</p>	<p>Increased number of course-based service learning experiences associated with the identified community partners.</p> <p>Increased level of engagement (e.g., points of contact and length of contact) with community partners.</p> <p>Surveying of community partner staff and clients to assess the impact of Clarke’s engagement.</p> <p>Development of a Community Engagement Faculty Fellowship program.</p>
Enhanced student, faculty, and staff understanding of inequities of educational access, support, and attainment in the Dubuque	Culture	#3 We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities –	Separate and joint workshop presentations for students, faculty, and staff done by community partners with Clarke Planning Team members.	<p>Workshop attendance.</p> <p>Increased number of connections by Clarke students, faculty, and staff</p>

<p>region with the intent of demonstrating how they (students, faculty, staff) can make a difference.</p>		<p>economically, socially, environmentally, educationally, and politically.</p>		<p>post-workshop exposure.</p>
<p>Engaged service-learning pedagogy and civic engagement scholarship recognized and rewarded in our promotion and tenure processes</p>	<p>System/Policy</p>	<p>#4. 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.</p>	<p>Departmental data from annual evaluation process including self-evaluation and goal setting within the Teaching, Professional Activities, and Service criteria of evaluation.</p> <p>University data from tenure and promotion portfolio including self-evaluation, goal setting and self-narrative inclusions. Data will include percentages and qualitative.</p> <p>Reevaluation of current policies and procedures for annual faculty evaluation to consider further integration of support and recognition for civic engagement</p>	<p>Increased number of faculty reporting use of service-learning activities with these community partners.</p> <p>Increased number of Faculty Development Summer grants given to support pedagogical design or scholarship associated with civic engagement with community partners</p>

			in teaching, professional activities, and service.	
Prioritizing community service engagement aligned with the Civic Action Plan community partners as valued Service in our annual evaluation, tenure and promotion processes	System	#5. 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.	<p>Departmental data from annual evaluation process including self-evaluation and goal setting within the Teaching, Professional Activities, and Service criteria of evaluation.</p> <p>University data from tenure and promotion portfolio including self-evaluation, goal setting and self-narrative inclusions. Data will include percentages and qualitative indicators of impact.</p>	Increased percentage of faculty and staff involved in partnership experiences with Fulton Elementary School and the Multicultural Family Center.

**Table 3. Timeline for Civic Action Plan Progress and Monitoring**

<b>YEAR 1 [March 2017-May 2018]</b>			
<b>Activity</b>	<b>Date</b>	<b>Responsible</b>	<b>Status</b>
Meeting with Clarke University Planning Team and Community Partner Leadership	First week of March 2017	Susan Burns, VPAA	Completed
Update Discussion with President's Cabinet regarding partnership and planning	March 7, 2017	Susan Burns, VPAA Kate Zanger, VPSL	Completed
Announcement of Partnership at Faculty Senate and Staff Assembly Meetings and notification to Clarke Student Government	September, 2017 (Staff Assembly)  September, 2017 (Student Government)  September, 2017 (Faculty Senate)	Susan Burns, VPAA//Faculty Planning Team Members Susan Burns, VPAA//Staff Planning Team Members  Kate Zanger, VPSL	Scheduling
Full assessment of current collaborations with Community Partners	March 1-August 1, 2017	Faculty and Staff of Planning Team	In planning
Community partner Needs Assessment Questionnaire developed	By August 31, 2017	Rachel Daack, Professor of Sociology	In planning
Community partner Needs Assessment Questionnaire Administered	August-October 2017	Rachel Daack, Professor of Sociology Susan Burns, VPAA	In planning
Clarke University Capacity Analysis based upon Community Partner Needs Questionnaire Findings	November 2017-December 2017	Susan Burns, VPAA CAP Planning Team	In planning

Participate in Iowa Campus Compact Community Engagement Self-Assessment	Fall 2017-Spring 2018 (dates TBD)	CAP Planning Team	In planning
Identify and execute planning for new collaborations with the same Community Partners	January 15, 2018-March 31, 2018	Susan Burns, VPAA CAP Planning Team	In planning
Development of proposal for Community Engagement Faculty Fellowship Program	January 15, 2018-May 31, 2018	CAP Planning Team	In planning

**Year 2**

Implementation of new and on-going community partner programming with Clarke University	August 25, 2018-May 25, 2019	Susan Burns, VPAA CAP Planning Team	
On-going data collection for outcome assessment	August 25, 2018-May 25, 2019	Susan Burns, VPAA CAP Planning Team	
Review of additional areas of partnership for civic engagement leveraging other existing relationships.	August 25, 2018-May 25, 2019	CAP Planning Team with additional academic and staff departments	

**Year 3**

Continued Implementation of new and on-going community partner programming with Clarke University	August 25, 2019-May 25, 2020	Susan Burns, VPAA CAP Planning Team	
On-going data collection for outcome assessment	August 25, 2018-May 25, 2019	Susan Burns, VPAA CAP Planning Team	

Re-Assessment of Community Partner Needs based upon year-two implementation	Summer 2019	Rachel Daack, Professor of Sociology Susan Burns, VPAA	
Exploration of potential new community partnerships in new domains of community need (e.g., access to healthcare)	August 25, 2019-May 25, 2020	CAP Planning Team in partnership with Inclusive Dubuque Education Sector Committee	