

## Civic Action Plan

### ***Vision/Mission***

Northwestern Health Sciences University is a private and nonprofit university in Bloomington, MN. Our vision is to create a healthier world. To reach this vision, we have identified a three-part strategy: **Live, Learn, and Serve Healthy**. **Live Healthy** refers to our work that proactively supports the holistic health of patients, the university community, and the community at large. **Learn Healthy** refers to our efforts to offer high quality education to students, alumni, the professions we serve, and our neighbors. **Serve Healthy** combines **Live Healthy** and **Learn Healthy** together in support of Northwestern's mission of serving the public good through academic and health care delivery.

Our services include offering high quality degrees and credentials that prepares students in the complementary health care fields of acupuncture, Chinese medicine, massage therapy, and chiropractic. We also offer a general human biology bachelor's, a post-baccalaureate pre-health certificate (which prepares students for entry into health care programs) and a nutrition master's degree. Additionally, we offer health care services to the community at our onsite clinics as well as clinics throughout the Twin Cities, such as those located at Pillsbury House, Salvation Army, Westside Clinic, and others.

### ***Approach***

We outline three goals in our approach to reaching our vision through a civic action plan. We seek to

- 1) measure our current degree of community participation and impact with respect to health, health care, and education access. To attain this goal, we will survey our students, employees, and community partners about Northwestern's civic engagement activities. The data would provide a civic engagement baseline and inform us of where our civic engagement strategy could go.
- 2) deepen our civic engagement participation in the broader community. We want to get to know our community partners, revive our relationships, and work to collaboratively to meet each other's missions. We want to place specific attention on what the community wants because that is where the opportunity for civic engagement lives. To reach this goal, we would hold meetings with new and existing community partners. The meetings' intention would be to ask how can we be better community partners and what needs can we meet with our services. Using this information, and the baseline data gathered from our existing relationships, we have the potential to engage students in civic action through academic and co-curricular venues.
- 3) increase the intentionality of the work being done to support our vision of Live, Learn, and Serve Healthy, and to build a shared sense of the importance of civic engagement in our work. To accomplish this goal, we would rely upon our renewed community partnerships to create a civic action curriculum. This curriculum would involve professor-student-community partner mentorships that are guided with measurable learning objectives, rubrics to assess competency in civic engagement, and a portable, co-curricular transcript as a student record of the work.

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Understanding what our current actions are and aligning them with the commitments in the 30<sup>th</sup> Anniversary Action Statement from MNCC will help us chart a course toward being able to meet these commitments intentionally, as a community partner dedicated to serving the public good purpose of higher education.

### ***Institutional Baseline***

Six departments at NWHSU create and work collaboratively on civic engagement efforts:

1. Office of Diversity & Inclusion
2. Clinical Education within the Colleges
3. Center for Health Care Innovation & Policy
4. Our Network of Clinics
5. Student Affairs/Student Senate
6. Office of the Provost/President

The Civic Action Plan seeks to intentionally connect with the work of our student organizations in Student Affairs. We have an exceedingly active and rich set of student organizations, many of which have their own independent community-serving activities. For example, there is a student organization called SACA (Student Association for Chiropractic Advancement) which is a chapter of a national organization. This group has a strong civic engagement mission since its goals include the following: lobby for pro-chiropractic legislation and policies, promote a positive public image of chiropractic, and offer leadership for the advancement of the profession. Our SACA chapter recently won the national award for Chapter of the Year, and our SACA student leader was recently elected to serve as the National Chair for SACA. Another example is from our Diversity Scholars group. Diversity Scholars are student leaders who have earned a scholarship for their passion for diversity and inclusion work in the fields of health care and education and identify as a member of an historically marginalized population. One of our Diversity Scholars has started an Empty Bowls event, which is a community event that raises funds and knowledge about food security. This effort is now a university-wide commitment, shared by the Office of the President and Student Senate, supporting our community partners in NWHSU's vision to create a healthier world. These are important examples of our students leading the way in a collective impact effort, and our Civic Action Plan ought to connect with them and learn from them.

The Civic Action Plan also ought to link our work to an international focus through the connection of President Cassirer with the World Federation of Chiropractic (WFC). The WFC plans to address three areas of health equity work: healthy aging, women and children's health, and opioid addiction. There are several examples of this work already in motion on campus, but especially our work at Pillsbury House addresses all three health equity goals. We will be using the Pillsbury House clinic as a platform civic action learning space to design our civic action strategy and eventually commit to a plan that will work for our university. We hope to develop a system to measure how much impact we have made and partner with external organizations that share these health equity goals.

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Finally, the Civic Action Plan should also be an opportunity for us to illustrate how the university serves as an anchor institution in the community through our work with the Bloomington Chamber of Commerce and Human Rights Commission. There are several examples of how we have been working on this relationship. We partner with the city for local events (such as Bloomington Days). We volunteer at local schools and have created a girls' leadership program. We offer access to education for our veterans by reducing tuition, host a Veteran's Club, have a Veteran's Center, and have won related awards (Yellow Ribbon, Military Friendly, Military Friendly Spouse), and we partner with Bloomington Schools to offer classes and support institutional events such as annual picnics. It would be important in our Civic Action Plan to highlight these examples as foundational ones to show that we can build stronger community relationships, which will then build even stronger student civic engagement opportunities. It is our chance to create a healthier world with our partners.

### *The Five Action Commitments*

We are the first allied healthcare focused higher education institution to participate in this endeavor, and we are learning about how we engage our students in civic action through this process. As such, we believe that we are currently addressing three of the five commitments. The three we address are listed below:

*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.*

*We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.*

*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.*

We address these three areas through an array of projects cited in Appendix 1.

### **Existing Data**

Currently our service learning model is mostly short-term volunteering or based on short-term externships. In these efforts, we track placement numbers and hours onsite. We also have data regarding number of community members served as patients at our clinics as well as the number of students participating in service days.

Additionally, we track the number of our students engaged in lobbying efforts, both in Minnesota and at the Federal level. We track their contacts with policy makers and any direct impacts that occur as a result of those contacts.

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One important benchmark for which we have no current data is that of partnerships between the departments involved in civic engagement. It would be important to learn more about our partners including how our organizations' missions and projects intersect and how students are involved in the projects. Gathering this data would be a tremendous help in understanding our baseline so we can then create a strong civic engagement curriculum.

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

Bloomington is a thriving community with strong infrastructure and a healthy set of nonprofits and governmental organizations. Our institution is engaged with several of these groups, including the City of Bloomington, the Bloomington Chamber of Commerce, the Human Rights Commission of Bloomington, the effort to bring the World's Fair to Bloomington, and the elementary schools. The City of Bloomington has many diversity efforts and community development (such as Kite Day and Bloomington Days) efforts in which we currently participate and that might make sense as a more intentional component of our plan.

There are additional organizations with whom we might want to consider engaging, including the Bloomington middle and high schools, community education and Normandale Community College, PACER, and places of worship (mosques, churches). Our students and several of our employees have connections developing or already developed with these organizations. Once we have more clearly established our civic engagement goals, and have developed a plan with benchmarks, we will make the leap into engaging these partners in conversations about civic engagement. We are still investigating any existing data that would allow us to benchmark our participation in the five commitments.

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

Our internal team will include the following roles at the University: President, Provost, Deans, Office of Faculty Development, Clinical Education, Clinic Network manager, Office of Diversity & Inclusion, Student Affairs, Student Senate, and Center for Health Care Policy & Innovation.

The external participants will include the following groups: Bloomington Public Schools, City of Bloomington, Bloomington Chamber of Commerce, Human Rights Commission of Bloomington, University of Minnesota Medical School, Pillsbury House, Adler Institute, & Pillsbury Neighborhood Association.

This group includes key leaders across the University and the local community. The representatives bring unique and complementary perspective, allowing the group to consider both the bigger picture and the operational details of getting important work done. This blend of people brings together vision, perspective and operational power to implement change over the longer term.

We ask the following of this team:

- Understand the vision of a civic engagement plan for NWHSU

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- Support the prioritization of possible activities for the civic engagement effort
- Support the implementation of selected activities

The team will regularly consider what additional input would be needed in order to make any initiatives successful. Once that is determined, the team will design the best approach to engage and acquire that input. This might involve inviting people to meetings, designing and delivering surveys and/or holding “town halls” or focus groups.

Through this process of creating a Civic Action Plan, we hope to create the beginnings of a civic engagement “signature” model for Northwestern. We are still learning about how to best integrate our civic engagement work across the institution and how to be of the most use/make the most impact externally. Given that, we think we are best prepared to leverage the work of our clinics as platform partnerships. Our work with the Pillsbury House includes other institutions of higher education from across the Twin Cities (University of Minnesota and Adler Institute) as well as a community based organization (Pillsbury United Communities) in providing a multidisciplinary health care in South Minneapolis to historically marginalized communities.

This work is challenging on many levels, including sustaining student interest in engaging with the clinic. Other collective impact networks that we might engage to help us sustain student interest include our SACA student group and the Diversity Scholars. We may also work with the World Federation of Chiropractic, and lean on what we have learned from our partnerships with Salvation Army/Harbor Lights and West Side Clinic to generate more interest. Finally, we hope to find grant funding to provide needed resources at this clinic so that students and faculty supervisors will have the tools they need to complete the work.

## **TYPES OF CHANGE FOR FOCUS**

### ***Sustainable capacity development***

- *How will you increase the capacity of faculty, students, and staff to engage effectively with communities beyond the campus?*

Our curricula must be modified to support student awareness of civic engagement goals and diversity issues across all of our communities. When this is done well, our students will be eager to participate in the clinics offering diverse and integrated health experiences (such as Pillsbury House). We will also review the faculty and staff work required to sustain this work and assign work load credits and social awards to increase the capacity of faculty and staff to engage with communities beyond campus. Action research and other types of scholarly activity related to the civic engagement work will be incorporated into our revised definitions and expectations for faculty rank promotion. We are currently in the midst of creating an extended transcript for students so that competencies earned in civic engagement and other relevant co-curricular activities will be captured and transcribed alongside the academic courses and grades earned during their time at NWSU.

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It will be an ongoing effort to make this work sustainable. We intend to start the project with relatively small and focused work, including the types of incentives and rewards described above. When this approach is successful, early adopters will serve as champions to other university community members. Ideally, this “snowballs” in a positive way, increasing interest, engagement and capacity.

**Culture**

This sort of change is a long-term effort. We will begin by creating a statement regarding our civic engagement commitment and publishing this to the University Community. Ongoing conversations will be required to “breathe life into” this initial declaration, making it a part of the fabric of our daily work. Showcasing units who are doing this well can support others in taking the time and energy to make the shift in perspective.

We will advance progress in policy areas as is summarized the table below:

<b>Outcome</b>	<b>Type of change</b>	<b>Commitment</b>	<b>Measure(s)</b>	<b>Indicator(s)</b>
<i>Engaged scholarship is rewarded in our performance review &amp; promotion processes</i>	<i>Faculty Handbook/ Policy</i>	<i>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.</i>	<i>Departmental data on promotion and contract awards; including percentages of those who are involved in engaged teaching, clinical supervision and applied research related to civic engagement.</i>	<i>Increased number of promotions for scholars focused on public value or clinical supervision related to civic engagement</i>
<i>Faculty understand how to incorporate engaged teaching,</i>	<i>Culture</i>	<i>We empower our students, faculty, staff, and community partners to co - create mutually respectful partnerships in pursuit of a just,</i>	<i>Number of faculty attending workshops focused on engagement</i>	<i>Increased participation in community-engaged clinical experiences</i>

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<i>clinical supervision and research into their work</i>		<i>equitable, and sustainable future for communities beyond the campus—nearby and around the world.</i>	<i>Survey of department chairs &amp; clinical education leads</i>	<i>Increased number of community-based research projects underway</i>
<i>Curricular approval processes will include a review for inclusion of civic engagement concepts</i>	<i>UCC/AA policy</i>	<i>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.</i>	<i>Number of courses with civic engagement concepts integrated into learning goals</i>	<i>Number of faculty attending workshops regarding civic engagement as a part of the curriculum</i>

**Implementation** (table or other abbreviated format)

## Target due dates

<b>Activity</b>	<b>Date</b>	<b>Responsible</b>	<b>Status</b>
Civic Engagement Plan shared with SLT	Mid June	Deb	
Communication and presentations developed for broader community communication	Early August		
Civic engagement committee meets	By early September		
Civic engagement workplan approved by committee and reviewed by SLT	By late September		
First projects launched	October		

**Communication**

10/10/2017

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As this work progresses, there will be three primary modes of communication across the institution:

- 1) Reports on this work will be integrated into the President’s State of the University addresses;
- 2) Work and results will be highlighted on the University’s website;
- 3) The University’s communication and PR teams will be informed of successes and highlights so that this information can be disseminated both internally and externally.

Appendix I

Refer to the table below to see where our efforts are, when they occurred, and how they align with three of the five commitments.

Action Statement Commitment Alignment		
<p>We empower our students, faculty, staff, and community partners to co <b>create mutually respectful partnerships</b> in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby and around the world.</p>	<p>We embrace our responsibilities as place-based institutions, contributing to <b>the health and strength of our communities</b> —economically, socially, environmentally, educationally, and politically.</p>	<p>We harness the capacity of our institutions—<b>through research, teaching, partnerships, and institutional practice</b> —to challenge the prevailing social and economic inequalities that threaten our democratic future.</p>
<p><b>Present Activities &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>American Foundation for Suicide Foundation Walk</li> <li>Dragon Boat Festival</li> <li>Feed My Starving Children</li> <li>Fit Fest</li> <li>Love Your Melon</li> <li>National Eating Disorders Association Walk</li> <li>Science Museum of MN: Science Fusion</li> <li>Twin Cities Pride</li> <li>United Nations: Orange Your World</li> <li>YWCA It's Time to Talk: Forum on Race</li> </ul>	<ul style="list-style-type: none"> <li>Aliveness Project</li> <li>Bloomington Chamber of Commerce</li> <li>Bloomington Human Rights Commission</li> <li>Bloomington Public Schools</li> <li>Courage Kenny</li> <li>Herb Garden</li> <li>La Clinica West Side</li> <li>Neighborhood House</li> <li>NW's Food Shelf</li> <li>Pillsbury House</li> <li>Salvation Army</li> <li>University of Minnesota Amplatz Children's</li> </ul>	<ul style="list-style-type: none"> <li>Acupuncturists Without Borders</li> <li>Foot Levelers</li> <li>International trips: China, Sports Chiropractic</li> <li>Lobby Day at the Capitol</li> <li>Scholarships: Veterans, Diversity, Single Parent, International</li> <li>Service &amp; Appreciation Day</li> <li>Sports teams relationships</li> <li>Standard Process</li> <li>Student American Chiropractic Association Conference</li> <li>Student Clubs &amp; Organizations: Practice Technique Clubs</li> <li>Student Senate</li> <li>Women's Health class volunteering project</li> <li>World Federation of Chiropractic</li> <li>Yellow Ribbon School &amp; Veteran's Center</li> </ul>
<p><b>Future Activities &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>Community Garden</li> <li>Community organizations: food shelves, shelters</li> <li>Normandale Community College</li> <li>PACER Center</li> <li>Pinkyswear</li> <li>Places of worship</li> </ul>	<ul style="list-style-type: none"> <li>Abbott Northwestern Mother/Baby Center</li> <li>Aging services at major health systems and companies</li> <li>Emily Program or Melrose Program</li> <li>Hazelden</li> <li>MAPS Pain Clinic</li> <li>Penny George Institute</li> <li>Veteran's Affairs</li> <li>Bloomington middle and high schools</li> <li>Bloomington community education</li> </ul>	<ul style="list-style-type: none"> <li>Civic engagement department and charge</li> <li>Scholarship strategic plan and objectives</li> <li>Student co-curricular strategic plan and objectives</li> <li>Clinical education objectives as aligned with civic engagement</li> </ul>