



AY 2018-2021 Civic Engagement Action Plan

Anchored by the institution's motto *Fides et Labor* (faith and labor), Park University's culture has – and remains – deeply influenced by a commitment to service. When Park opened its doors in 1875 as one of the first co-educational institutions in the region, students worked full-time on the campus in lieu of paying tuition. Park University's industries – including a dairy, community garden, and printing press – quickly positioned the institution as a valuable resource for the community. Equally as valuable was what students learned through their interactions with the community about the social responsibilities of higher education.

In the decades since Park transitioned to a tuition-based system, Park's culture of service has persisted through our mission of "transforming lives through accessible, student-centered, quality higher education." In addition to its flagship campus in Parkville, MO, the University maintains 40 campus centers across the country, largely on military installations, offering courses in accelerated, eight-week face-to-face and blended formats. Park's nationwide reach involves forming relationships with the local communities surrounding its campus locations, resulting in an array of mutually beneficial community partnerships. The majority of the institution's 18,000 students served annually affiliated with the military through direct service or as a spouse or dependent. Indeed, serving those who serve their communities and countries is at the heart of Park's educational model, as encapsulated in Park's Core Value of Global Citizenship: "We celebrate global citizenship through our connected learning and working environment, liberal arts education and community stewardship."

In addition a robust network of curricular and co-curricular support for active duty and veteran military learners, Park University emphasizes civic responsibility in a number of ways for all students, regardless of affiliation or location, including pure service (volunteerism) and academic service-learning pedagogies:

- Myriad opportunities for domestic and international volunteerism are available through Park's Office of Student Life.
- The First-Year Seminar at Park University involves students in volunteerism off-campus and on-campus through a campus work days.
- The Liberal Education (general education) program at Park University includes the cultivation of community and civic responsibility among its outcomes.
- Academic programs such as criminal justice and social work engage students in both service and service-learning.
- Programs like honors, social work, nursing, and education require both community service and academic service-learning.

To date, formal civic engagement initiatives, including service-learning (service explicitly integrated with academic learning outcomes in the context of collaborative and reciprocal relationships with community partners), have arisen from individual academic programs. Networks of faculty and staff intentionally pursuing civic engagement have grown organically. The Campus Compact 30th Anniversary Civic Engagement Plan initiative provided a useful structure for cross-institutional dialogue and formal goal setting across Park's complex network of campus locations and its characteristic integration of traditional, adult, and military students.

Vision/Mission

Park's civic engagement action plan connects to the institution's mission: "transforming lives through accessible, student-centered, quality higher education." A quality education provides opportunities for every student to engage and reflect in community engagement and service-learning experiences to extend knowledge and understanding of their discipline and responsibilities to community. By extension, a student-centered education addresses both human and community needs that are mutually beneficial. In order for Park University to fully achieve its public serving mission and commitments embedded in the Action Statement, structural, cultural, and policy changes must be embraced, outlined, and supported.

To achieve this vision, our Action Statement offers outcomes that extend the opportunities that exist in our current infrastructure. Through input from various stakeholders and a formulated assessment plan, we can implement a more coordinated and institutionalized approach to civic engagement.

Approach

Park University's approach to pulling the pieces of our civic action plan together is through a signature model, one which matches our distinctive identity. The unique composition of our institution's student population warrants the necessity of providing multiple, structured opportunities for engagement via civic and service-learning experiences. As such, we draw upon two definitions within the literature on civic engagement that we believe appropriately frame our institutional goals:

"Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Carnegie Foundation for the Advancement of Teaching).

"Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning." (Barbara Jacoby, *Service-Learning in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass, 1996, p. 5).

Our planning team, which will transition to a steering committee upon submission of this plan, comprised of 10 members: 1 representative from Academic Affairs, 4 faculty members, 4 staff members, and 1 student, including representatives from the offices of Academic Affairs, Student Engagement, Global Education, and Faculty Development. The faculty members assist with the systems and culture required to embrace a more civically-minded approach to the curriculum. The staff members provide insight into the possibilities for community engagement for our various student populations at both our

flagship campus and campus centers across the country in addition to the importance of recognizing place-based experiences as critical to job placement and career success. The student provides input into both the academic and student life perspectives of civic learning. Our Academic Affairs representative has the ability to bring about the capacity building required to put our plan into action.

Institutional Baseline

In regards to our existing data and sources, our data is scattered and incomplete, reflecting the highly decentralized approaches adopted across campus, i.e., insofar as service to our communities is embedded in the ethos of the institution, it is pervasive, but the institution has arguably lacked the definitions and structures to collect data and systematically tell the story of civic engagement at Park. However, as part of the process, we are beginning to look at what we are currently capturing, what we want to capture, and its impact on our plans.

The data we currently capture is the current number of university courses with a community engagement or service-learning component (15 courses) and the number of current university professional memberships (44), community partners (10), and community engagement hours (2,872). Community engagement hours can be further described by investigating the departments from which they are collected:

Department	Number of Hours
Athletics	1600
Co-Curricular Student Community Engagement	806.25
Honors Program Community Service	422.75
External Relations Fundraising Requests	43

*All data collected from 2016-2017 academic year with the exception of External Relations data that captures both the 2015-2016 and 2016-2017 academic years.

Resource Support

Park University’s Faculty Center for Innovation (FCI) supports programming and learning opportunities that connect faculty with civic engagement integration into their curriculum and coursework. Announcements in the FCI newsletter, updates to links on the website, and faculty-led Innovation Exchange presentations are all communication channels faculty can access to learn more. Programming is distributed to all Park faculty (full-time, part-time, adjunct, online) as well as to academic leadership (Program Coordinators, Department Chairs, Deans, Academic Directors, and campus center directors). Therefore, a broad institutional audience can be reached and the FCI can help support these efforts.

Community Baseline

Park University is an important presence in the communities surrounding all of its 41 campus centers across the U.S. Park serves as an anchor institution by providing opportunities for a highly-educated workforce, cultural activities, and business growth for these communities. In Parkville, Park has an economic impact through the Park Commercial underground space and partnerships with local downtown businesses and Chamber of Commerce. Park is a member of the Missouri Campus Compact and provides resources and support to instructors planning service-learning projects for their classes.

Park also provides opportunities for students to civically engage with their communities through community service initiatives with campus clubs and organizations.

As a consistently ranked military-friendly school, Park University strives to provide this student population opportunities for civic engagement beyond what they already do to serve our country. Many military and veterans volunteer to assist other veterans in need. The Park Warrior Center supports the Kansas City Homeless Veterans Stand Down event twice a year and is planning to get involved in the Veterans Community Project designed to get homeless veterans off the streets. In the Spring of 2017, a new Program Coordinator was hired for the Park Warrior Center and is working to expand local engagement opportunities for our military and veteran students.

Given our assets, we recognize the need for better data collection and analysis as we seek to implement our outcomes. Our focus is on data centralization, data integrity and specificity, and process formalization, institutionalization and streamlining.

Data Centralization. A centralized pathway must be configured to capture the work we are already doing. This pathway will include information to be shared with all constituents (partners, faculty, students, and alumni) as well as those communicating the results.

Data Integrity and Specificity. We want to make sure that the data we collect is both accurate and timely. The data will need to be specific (including elements we would deem important such as individual users attending, event name, partner information, and outcomes achieved). We also want to be specific during the event approval process to categorize it as having one or more impacts on the areas of economy, society, environment, education or politics in the content of "community." Additionally, the organizer could describe how or if the item removes any perceived inequalities leading to community development.

Process Formalization, Institutionalization and Streamlining. Our focus must change to beginning with the end in mind. Our outcomes demand that we define the data we need to capture, the process we want our community members and participants to follow, and how those elements align with our plan. We must also focus on making it easy to enter / capture this data through either incorporating it into existing processes or creating new pathways that are beneficial to all parties involved.

Outcomes/Indicators (selected; more detail is provided in the table attached to this Civic Action Plan)

Park builds faculty and staff capacity/ knowledge to create meaningful community engaged learning experiences for all students (traditional, adult, military, campus center, online):

- Increased number of faculty attending Faculty Center for Innovation on-ground and virtual programs related to service-learning and community engagement.
- Increased number of faculty who report increased awareness of and access to resources to develop service-learning and community engagement implementation in their courses/academic clubs of all modalities.
- Increased number of student organizations participating in initiatives which incorporate community engagement into the Park student experience.

- Increased percentages of student organizations which incorporate community engagement into the Park student experience.
- Increased number of Campus Center Directors who utilize University support to increase community engagement at their local Campus Centers.
- Increased number of community placements/partners for community-engaged programs at campus centers.

Park builds institutional capacity to sustain and grow formal community partnerships for engaged teaching, learning and scholarship:

- Publication/Launch of dedicated website/microsite focused on service-learning and community engagement.
- Creation of definitions and criteria for clearly identifying partners and publication of tools for creating community-engaged learning partnerships.
- Publication of an annual University report on civic engagement and publically engaged teaching and research.
- Increase in the number of graduates who take part in an internship or relevant field placement and that are subsequently hired in the major-specific field they pursue.
- Personnel designated to lead community-engaged teaching and scholarship across university.

Park challenges academic and co-curricular programs to incorporate and clearly name community engaged learning, through service-learning, internships, or other forms of community engaged learning:

- Increased number of service/engagement elements in faculty annual review PDP as it relates to course development and/or maintenance.
- Increased number of service-learning components in courses.
- Increasing number of courses within each department/ program, year to year.
- Increased number of faculty developing courses/curricula with new community engagement elements across the three academic colleges at Park.
- Increased numbers of online courses/curricula redeveloped with community engagement elements.

Park creates and promotes definitions and criteria for clearly identifying community engaged learning (inside and outside the classroom):

- Increased number of courses at both the undergraduate and graduate levels designated as community-based or service-learning.

- Increased number of students enrolled in service-learning courses.
- Increased number of service-learning courses offered at nationwide campus centers.
- Service-learning courses clearly designated on the schedule and the student transcript.

Park is committed to publicly promoting and facilitating examples of community engaged learning for all its students:

- Specific language that references civic action plan goals and community engaged learning is an integral part of Park's marketing and informational materials, targeted to traditional, military, international, adult, and distance learners across its campus network and online.
- Park more routinely recognizes and rewards faculty, staff, and students' community engaged learning and research.
- Increasing number of students, staff, and faculty submitting evidence that demonstrates how community engagement has influenced their teaching/learning/scholarship.
- Establishment of a formal service-learning/community-engaged teaching and research awards (one for faculty, one for staff, one for student).

Communication

The communication of Park University's Civic Engagement Action Plan will be facilitated by the Planning Committee, coordinated by the Communications Department and Colleges, will involve changes to Park's systems and policies, and will affect its cultural, strategic and community action plans. Throughout the stages of this planning process and subsequent implementation of the plan, we will identify community partners who hold similar values and commitment to education and community engagement. This will help to support our decisions related to addressing educational as well as community needs. The intent is to publicly promote this partnership through print, electronic, and signage throughout our network of 40+ campus centers and the communities in which they operate.

At Park University, systemically, students and faculty will be recognized for their civic engagement with community partners. Students, staff and faculty who excel in advancing the Plan through their service will be recognized at the annual Doris Howell Leadership and Honors Convocation Awards Banquet. These engagement experiences will be recorded on their transcripts as evidence of their involvement in meeting community needs through active participation. Park faculty will be encouraged, supported, and acknowledged for their active partnership in engaging students through the annual and tenure and promotion processes.

Park faculty will also be encouraged to explore ways to present at local, regional, and national conferences on their scholarly civic engagement with these community partners. These scholarly engagements and presentations can be supported through additional funding through application for grants support from a Community Engagement Fund. Faculty Development Grant funding is available to faculty who want to work on establishing, expanding upon, or conducting research with community partners. Park staff will be given further opportunity to provide service in partnership with community organizations. Faculty and staff will be invited to present updates of their connections with these

community partners through the Civic Action Plan Reporting Sessions annually at Faculty Senate and Staff Assemblies/Fall Faculty Conference.

Moreover, students will be invited and encouraged to present on their experiences at the Annual Spring Honors Convocation. Finally, Park will assist with communicating with the appropriate administrative, board, and community representatives within each of our Campus Center Communities.

Appendix: Outcomes Measurement Table (appears on next page)

Outcome	Type of change	Commitment	Measures	Indicators	Accountability/Timeline
Park builds faculty and staff capacity/ knowledge to create meaningful community engaged learning experiences for all students (traditional, adult, military, campus center, online).	Sustainable capacity development	We empower all of 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>Number of faculty attending or accessing professional development learning opportunities related to service-learning and community engaged learning.</p> <p>Number of faculty participating in a Special Interest Group (SIG) for community-engaged teaching and learning.</p> <p>Number of faculty who report increased awareness of and access to resources to develop service-learning and community engagement implementation in their courses/ academic student organizations they advise.</p> <p>University-wide data on number of student organizations participating, percentages of student organizations, and database of programs.</p> <p>Number of Campus Center directors who utilize data & resources provided, number of service/engagement programs reported by Campus Centers.</p>	<p>Increased number of faculty attending Faculty Center for Innovation on-ground and virtual programs related to service-learning and community engagement.</p> <p>Increased number of faculty who report increased awareness of and access to resources to develop service-learning and community engagement implementation in their courses/ clubs of all modalities.</p> <p>Increased number of student organizations participating in initiatives which incorporate community engagement into the Park student experience.</p> <p>Increased percentages of student organizations which incorporate community engagement into the Park student experience.</p> <p>Increased number of Campus Center Directors who utilize University support to increase community engagement at their local Campus Centers.</p> <p>Increased number of service/engagement programs reported by Campus Centers.</p> <p>Increased number of community placements/ partners for community-engaged programs at Campus Centers.</p>	<p>Faculty Center for Innovation Staff (annually)</p> <p>Director for Student Engagement (annually)</p> <p>Vice President for Campus Center Operations (annually)</p>
Park builds institutional capacity to sustain and grow formal community partnerships for engaged teaching, learning and scholarship	Sustainable capacity development	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>Website/microsite focused on service-learning and community engagement (to include list of community partners and resources).</p> <p>Criteria in place to support formal assignment of community partners, either solicited by the University or who approach the University for such partnerships.</p> <p>Yearly reporting of civic engagement and service-learning.</p> <p>Yearly Student Pulse survey and graduation survey responses.</p> <p>Appointment of personnel to lead expansion of community-engaged teaching and scholarship</p>	<p>Publication/Launch of website/microsite focused on service-learning and community engagement</p> <p>Park creates definitions and criteria for clearly identifying partners and tools for creating community engaged learning partnerships (versus different kinds of civic partners)</p> <p>Produce annual civic engagement/service learning report</p> <p>Graduates who take part in an internship or relevant field placement are hired in increasing numbers within the major-specific field they pursue.</p> <p>Position designated to lead community-engaged teaching and scholarship across university</p>	<p>Director of Career Development (by Year Two, AY 2019-20)</p> <p>Associate Vice President for External Relations (by Year Two, AY 2019-20)</p> <p>Civic Engagement Steering Committee (first report by Year Two, AY 2019-20, due to infrastructure building needs)</p> <p>Director of Career Development (annually)</p> <p>Academic Affairs (Year One, AY 2018-19)</p>
Park challenges academic and co-curricular programs to incorporate and clearly name community engaged learning, through service-learning, internships, or other forms of	System/Policy	We embrace our responsibilities as a place-based institution, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.	<p>Number of faculty reporting service/engagement elements in their annual review PDP as it relates to course development and/or maintenance.</p> <p>Integrate one service-learning component in one course for each department/program.</p>	<p>Increased number of service/engagement elements documented via faculty annual review PDP as it relates to course development and/or maintenance.</p> <p>Increased number of service-learning components in courses.</p> <p>Increasing number of courses within each department/</p>	<p>Program Leadership (Deans, Chairs and Program Coordinators) – (annually)</p>

community engaged learning		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.	Number of faculty redeveloping online courses with new community engagement elements. Numbers of courses/curricula with new community engagement elements within each of the 3 academic colleges.	program, year to year. Increased number of faculty receiving contracts to redevelop courses/curricula with new community engagement elements. Increased numbers of courses/curricula with new community engagement elements within each of the 3 colleges.	
Park creates and promotes definitions and criteria for clearly identifying community engaged learning (inside and outside the classroom)	System/Policy	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.	Number of courses at both the undergraduate and graduate levels designated as service-learning. Number of students enrolled in service-learning courses. Number of service-learning courses offered at the Campus Centers	Increased number of courses at both the undergraduate and graduate levels designated as service-learning. Increased number of students enrolled in service-learning courses. Increased number of service-learning courses offered at the Campus Centers Service-learning courses are clearly designated on the schedule and student transcript.	Faculty Senate, Curriculum Committee (by Year Two, AY 2019-20, due to need to vet criteria) Deans; Regional Directors (increase measured between Years Two and Three (post-transcript notation) Academic Affairs/Registrar (by Year Two, 2019-20)
Park is committed to publicly promoting and facilitating examples of community engaged learning for all its students.	Culture	We promote community engaged learning for all of our students, including traditional, military, international, adult, and distance learners.	Park's marketing and informational materials, across its campus network and online, include information and tools promoting and facilitating civic action plan goals and community engaged learning.	Specific language that references civic action plan goals and community engaged learning is an integral part of Park's marketing and informational materials, targeted to traditional, military, international, adult, and distance learners across its campus network and on-line.	Director of Digital Marketing; Director of Print Marketing
Park recognizes and rewards faculty, staff, and students' community engaged learning and research	Culture	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.	Institution creates means through which faculty, staff, and students can document the outcomes of their community engaged teaching/learning/scholarship. A competitive service-learning/ Community-Engaged Learning Award is established	Number of students, staff, and faculty submitting evidence that demonstrates how community engagement has influenced their teaching/learning/scholarship. A competitive service-learning/ Community-Engaged Learning Award (one for faculty, one for staff, one for student) is established	Academic Affairs (by Year Two, AY 2019-20) Academic Affairs, Student Life (by Year three, AY 2020-21)