

The Evergreen State College Evergreen Campus Civic Action Plan 2018

Approved Sept. 2018

Vision/Mission

The Evergreen State College mission emphasizes a commitment to public service and reciprocal local, regional, and national partnerships: “Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest.” Community-based work creates good will with our neighbors and opportunities for campus-community partnerships. It also builds Evergreen’s reputation regionally and nationally through mutually beneficial networks and supports student engagement in this high-impact practice. Community-based learning works best when we develop sustainable, long-lasting relationships with community partners.

Our Campus Civic Action Plan compels us to sustain our commitments to public service, to Community Based Learning (CBL), and to our on-going Community Partnerships. The plan further helps us to recognize, create visibility and reinforce institutional support for CBL, through public presentations of our CBL work, as we highlight Evergreen’s model of Community Based Learning and focus on theory to practice.

Executive Summary

Action items to implement Campus Civic Action and Community Based Learning:

- Collect information to promote existing civic action community partnerships
- Investigate how to position College to apply for Carnegie Engaged Campus Classification
- Support curricular commitments to community partnerships, CCBLA and public service in the Academic division
- Align Campus Civic Action Plan with Equity and Inclusion commitments
- Integrate Community Based Learning into the Learning and Teaching Commons (LTC) and faculty training, highlighting Gateways and SOS:CCBLA models
- Monitor and support consistent student preparation to participate in the community
- Adopt a common vocabulary for Community Based Learning (CBL) and unified vision among various College entities and community partners
- Create training and support for student reflection at community organizations

- Increase college level support for community partners that host student participants in community-based learning/internships
- Design and implement internship field supervisor training with CCBLA, faculty, and Internship Office
- Develop mutually respectful criteria for campus-community partnerships
- Obtain periodic feedback from community members educating Evergreen students

Background

President Bridges signed onto the Campus Compact Civic Action planning process fall 2016. The Center for Community Based Learning and Action (CCBLA) Director and Advisory Committee, including faculty advisors, solicited broad-based stakeholder input beginning in the summer of 2016 with the Faculty Institute: Fostering Equity through Community Based Learning, and in 2017 with the Faculty Institute: Strengthening Community. Each meeting included reflections on the five civic action focus areas supporting community partnerships, student engagement and public service. Three CCBLA Advisory work sessions were held in 2016-17 with community partners, faculty and CBL practitioners. Faculty advisors presented at faculty meetings spring 2017 and CCBLA Advisory work groups finalized planning in fall 2017. Strategic input on plan drafts was provided by: *Evergreen Student Civic Engagement Institute (ESCEI), Project Pericles, Sustainability and Justice Faculty Planning Unit, Evergreen Equity Council, Native Studies Planning Unit, Food Systems Working Group, First People's Advising, Office of Internships, Evergreen Tacoma Campus, Academic Deans Internship Discussions, Provost and President, Faculty Agenda Committee, Office of Sustainability, Student Activity Groups, TRIO, and the Latinx Outreach Committee.* Faculty Development Dean and CCBLA Director finalized plan in summer 2018, and it is awaiting VP and President approval to submit online to Campus Compact.

Commitment

- 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.* (Campus Civic Action Plan)**

Evergreen is committed to asking the important questions: How do we demonstrate investment in our communities? How do we know partnerships are mutual? What principles do we follow when we work with partners? What do we do to prepare students? Higher Education institutions have resources that local communities struggle to access. We share a number of existing programs developed to answer these questions.

Faculty, staff and students bolster the amazing work of our regional grassroots organizations, including many founded by Evergreen graduates. Numerous alumni work in the community and host current students. The Center for Community Based Learning and Action (CCBLA), faculty in the Sustainability and Justice planning unit, and a variety of other initiatives at Evergreen are committed to creating and sustaining equitable community partnerships. Long-term community partnerships can benefit both students and organizations in the community by providing a consistent presence over time. Evergreen students at schools and local organizations excite young people about college and Evergreen. CCBLA has helped coordinate campus tours that make higher education—at Evergreen or elsewhere—seem more accessible and possible for students who many not have considered college an option.

The College has named strengthening community-based learning a priority in academics and an important part of the Provost and Vice President for Academic Affairs work. “Evergreen students volunteer in credit- and noncredit-bearing ways with many local organizations, some of which are facilitated through the Center for Community-Based Learning and Action. Still, the College needs to continue to strengthen relationships with the Olympia community in a broader and more meaningful way. Continued and expanded relationships with communities in the region, including tribal governments and urban communities, is an important item on the Vice President/Provost’s agenda” (*Provost Search PDF p13*).

Curricular learning objectives and activities connect to the College’s core education values, the Five Foci (www.evergreen.edu/about/fivefoci), particularly putting theory to practice and the important institutional value of service in the public interest. The dynamic nature and limited predictability of our curriculum requires consistency to maintain these partnerships. Affirming partnerships and contributions of educators in the field will improve internships, as will exploring multiple quarter internship contracts .

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 (Campus Civic Action Plan) - in partnership with others.

Research shows that community-based learning contributes to student retention, especially of students of color. Community-based learning promotes civic engagement and the development of basic skills needed to contribute to public life (High Impact Practices LEAP AAC&U and Dr. Tania Mitchell). Community-based work also emphasizes the reciprocal action of theory and practice. Some students learn best by beginning with theory and applying it in the field, while others learn by reflecting on and theorizing from their field experiences. Community-based learning encourages continual interplay between theory and practice that supports both individual and collective learning.

Community-based learning is built on give and take with community partners. Students learn to respect local knowledge and the points of view of community partners as co-teachers. These experiences encourage the development of skills that are attractive to employers, such as close listening and observation, and support exploration of career possibilities. This in turn builds motivation and supports student retention. Learning in the community provides experiences for future pathways in social services, education and non-profit sectors.

Many programs offered at Evergreen are designed to address real-world issues, and include analyses and action toward just communities, healthy environments and a more sustainable future. Sustainability and Justice academic programs and course offerings address such issues as climate change, food systems, cultural survival, meaningful and equitable work, racial and economic justice, applied ecology, green business and more. We examine the historical conditions that have given rise to particular constructions of social systems and structures, and the long trajectory of capitalism. We are interested in the sites and intersections of inequality through various understandings of race, class, gender, and sexuality.

We explore possibilities for reinventing social, economic and physical structures, and reinvigorating the natural world that supports us all.

The Center for Community Based Learning and Action (CCBLA) frames student readiness to engage in the community as a continuum. Center initiated programs include supporting new students in The Day of Service at Orientation, which is used to put community need front and center while students begin a journey of connecting to their community. The center collaborates with campus initiatives prior to orientation week that include cross-divisional pre-service workshops and service days with Multicultural Scholars, TRiO, Residence Assistants, and Evergreen Student Civic Engagement Institute.

Throughout the academic year, CCBLA is a hub for connecting students to community. Gateways for Incarcerated Youth is a primary program that engages students at Green Hill School, a state juvenile corrections institution. Kokua’s LEAD program offers on-campus tutoring for adults with disabilities by Evergreen students. The Thurston County Food Bank Satellite program supports the Campus Food Bank that is hosted by CCBLA. Books to Prisoners is housed at CCBLA and offers on-campus service opportunities to students. The SOS CCBLA academic program supports students to deeply engage in CBL and internships with an academic component. Evergreen now has an Office of Internships under Student Academic Support Services (SASS) with two staff positions—a director and coordinator—who support student engagement to apply theory to practice through internships.

The Community Service Work Study program, a collaboration with CCBLA and the Student Employment Office, works with 15-20 local community organizations to place students who earn financial aid, lessening student debt. The Community Service Work Study model gets students off campus to gain concrete experience on the ground while contributing to meet important community needs, and allowing students to balance their education with financial and family commitments.

An important part of the cycle of community engagement includes recognizing student contributions to community. Emeriti faculty helped set up the Jacinta McKoy Community-Based Learning Scholarship, whose recipients are awarded at the CCBLA Student Recognition event in May. In recent years, Evergreen students have received statewide recognition from the Washington Campus Compact Students Serving Washington Award.

Eighty-seven percent of first-year students at The Evergreen State College say “helping others and contributing to the community” (civic engagement) is “important” or “very important” to them in their pursuit of a college degree. Evergreen Student Civic Engagement Institute is a residential bridge program that brings first-year students together to learn about and practice the crucial skills required for citizenship in a democracy. Its mission is to prepare participants to be informed, engaged and socially responsible citizens who communicate with civility across significant differences to influence change for the common good.

***3 We embrace our responsibilities as place-based institutions,
contributing to the health and strength of our communities—***

***economically, socially, environmentally, educationally, and politically.
(Campus Civic Action Plan)***

Since we opened our doors as a public liberal arts college in 1971, we have been committed to a different kind of education—one in which students address real-world issues with interdisciplinary approaches, collaborate and learn across significant differences, take responsibility for their own educational pathways, and link theory with practice.

The Sustainability and Justice faculty planning unit embraces our place-based role. Curricular commitments include programs like Local Knowledge with ties to Mason County and Spanish Speaking World that involves students in the Latino Communities in the region.

Our campus is often a laboratory for our work. Students can work to help meet the sustainability and justice goals of the College by examining energy, waste, purchasing, and consumption practices, for example. Student work also focuses on meeting community needs in the broader South Salish Sea region.

Native Pathways, formerly the Reservation Based Community Determined (RBCD) program, holds classes on Indian reservations in western Washington. “Community determined” means that the program is initiated at the tribes’ request, that a tribal advisory board provides curricular direction, and that program content addresses significant community issues and utilizes community resources. Hundreds of students have earned their degrees through this program and have gone on to graduate school and various positions in tribal government, social services, education, and other fields.

Public service partnerships through the Longhouse Education and Cultural Center collaborate with Tribes to ‘promote Indigenous arts and cultures through education, cultural preservation, creative expression and economic development’. In addition since 2005, The Enduring Legacies Native Cases Initiative has been an ongoing collaborative partnership with Northwest Indian College, Salish Kootenai College, Grays Harbor College and Peninsula College. The project has built more than 100 teaching cases with teaching notes that are open source and available to anyone in the world through our website.

Partnerships in our regional food systems, anchored by the farmworkers who harvest and drive the work, have been foundational place-based work of CCBLA. The annual José Gómez Farmworker Justice Day recently examined West Coast farmworker organizing with renowned photo journalist David Bacon and Washington leaders Ramon Torres and Rosalinda Guillen. This compelling tribute combines critical issues including labor, immigrant rights, food access, hunger and health. The collaborative planning included key faculty, six contributing academic programs, and student activists with CCBLA as the hub. CCBLA student workers and volunteers run the Campus Food Bank, a satellite of the Thurston County Food Bank. Student Affairs convenes a Human Services Work Group to address hunger and homeless issues facing students and includes collaboration with place based organizations. The Food Systems Working Group, led by students addressing the Real Food Challenge, focuses on local solutions.

Evergreen representatives work with GRuB to host the national Rooted in Community Youth Leadership conference in 2016.

Gateways for Incarcerated Youth represents a contribution to the strength of our regional community. A two-year grant from the Robert Wood Johnson Foundation grant culminated with a stakeholders gathering across sectors committed to education behind bars and beyond. Gateways students published their work with support of faculty, and incarcerated youth voices were amplified in *Through the Eyes of the Judged* 15 years later. Gateways staff joined networks including the Thurston County Juvenile Justice Coalition.

ESCEI Students broaden their understanding of community and citizen action through volunteer work at organizations such as Garden-Raised Bounty (GRuB), a local non-profit that employs at-risk teenagers to grow organic food, gain employment skills, and increase food security in our area.

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. (Campus Civic Action Plan)

For more than 40 years, our students have been telling us they come to Evergreen to become the change they wish to see in the world. For just as long, we've been working to meet their expectations by making service not merely a programmatic initiative, but a way of life.

Community Based Learning (CBL) at Evergreen is a strategy toward equity and social justice. CBL promotes access to and success in higher education for disenfranchised communities. Community-based service and learning is a high impact practice to support and retain students, and is embedded directly in the College's curriculum. Our primary mode of instruction—the full-time, team-taught interdisciplinary academic program—creates student-faculty learning communities to explore complex problems broadly and deeply. Our courses directly address some of today's most troubling issues: climate change, food security, inequality, civil rights, Native sovereignty, international crises, and many other topics. In any given year, a third of these courses involve student-led projects in the community to infuse their classroom learning with on-the-ground experience. (IR End-of-Program Review). Our considerable independent study options frequently focus on community work and activism.

The College public service centers run by dedicated faculty and staff support research, inform policy and deliver programs. The Center for Community Based Learning and Action sustains relationships with over a hundred local organizations, as well as with Evergreen's other public service centers. The Longhouse promotes Native arts and culture among local tribes and the Pacific Rim. The Washington Center for Improving the Quality of Undergraduate Education, a public service center at the College, provides innovative curricular and faculty development to colleges and universities across the nation. The Sustainability in Prisons program works with prisons to create more sustainable practices and train offenders for green collar jobs. The internship office also supports private sector and government agencies with research and policy

analysis interns. The Tacoma campus, whose motto is “Enter to Learn and Depart to Serve” offers a guiding principle for our work.

The Sustainability and Justice faculty planning unit is an important structure whose theme is to challenge inequity and system wide oppression. This faculty network and others represent engaged scholarship that centers research to launch equity initiatives. We can we do an even better job documenting social and environmental impacts toward equality and racial justice.

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. (Campus Civic Action Plan)*

Evergreen is a public institution which values access to higher education as a commitment social change. Yet, the public nature of the institution is sometimes levied against community-based work, when legislative agendas lean toward career outcomes and other initiatives. Evergreen embraces its role in facilitating community conversations across these differences, and seeks to share resources, convene important discussions, provide community-based research, and respond to pressing issues of the public good.

Evergreen academic programs regularly probe the question, “Who is a citizen?” as they work to promote the skills of democratic participation and civic engagement. It is crucial to support higher education access by marginalized communities including undocumented students. Community based work emphasizes reciprocal nature of learning – that teachers are also students and the community is our teacher. We respect knowledge that lives in the community, community as teacher. Those with lived experience have valuable knowledge. Community based learning should include the experience of people with different socio-economic backgrounds. Learning outside of the classroom supports respectful leadership and listening empowers others. Community based learning provides a powerful experience for students to discover that they can not only learn from and with a community group, but that they also have talents and skills to contribute to society.

Outcomes – 5 year Plan

The Campus Civic Action Plan suggests a chart to show timelines and commitments:

Outcome	Type of Change	Commitment	Measure	Indicator
Collect and promote important existing civic action community partnerships	Media and marketing, Oral History	Resources to promote stories Examine existing program evaluations (Student, Faculty	Increased public awareness Years 1-3	Publications goal: 1) Quarterly engagement stories in local press1-3 CBL engagement

		and Field Supervisor) to track impact		<p>stories in local press year 1</p> <p>2) Visibility increased: Community Partner self-report (annual survey) 50% or 104 Community Partners report increase CBL visibility year 2</p>
Research steps to apply for Carnegie Engaged Campus Classification	Institutional	Application and data collection	<p>Collect data and draft application</p> <p>Determine if eligible to apply</p> <p>Year 1</p>	<p>If eligible - Approval and Evergreen Classified – Application due 2018 to start 2020</p>
Curricular commitments to community partnerships CCBLA and public service in the Academics division	Language inclusion in current planning	Building curricular support creates mechanisms to maintain the public purposes of higher education. Standing Committee on the Curriculum add CBL priority	<p>On-going curricular planning includes CBL</p> <p>Year 1</p>	<p>Increase End of Program Review CBL and INT registration numbers yearly. Goal: 30% of Academic Programs report CBL/internships year 1 and 30-50% year 2</p> <p>Draft statement: purposes of internship/CBL in the curriculum, what makes a good internship/CBL, and what is value to the students and the</p>

				community. Draft for catalog by June 2018
Align Campus Civic Action Plan with Equity and Inclusion Commitments	Cross Division Collaboration	Implement plans together Track data Differentiate between experiences of different students involved in CBL and showcase the range of students engaged in the community	Equity and civic Outcomes together Years 1-3	Show equity impacts of community action through student testimony, curricular planning and community reports. Goal: 3-5 Academic programs collect student CBL reflections year 1. 5-10 year 2 Institutional Research support, track use of students of color and first generation and non-traditional students involved in CBL Goal: Increase by 10% per year
Integrate Community Based Learning into the Learning and Teaching and Learning Commons faculty training, highlighting Gateways and SOS:CCBLA models	Faculty rotation and or Learning and Teaching Faculty Fellows	Institutional priority for faculty release	Propose Future faculty rotation Years 3-5 Maintain SOS CCBLA and Gateways rotations Years 1-3	Teaching and learning materials and systems to sustain community partnerships and student readiness Goal: 8 faculty CBL syllabi to share Year 3

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Monitor and support consistent student preparation to participate in the community	Communication and planning	Building in planning to all CBL/INT in-programs and INT sponsors	Syllabi review Years 1-3pm	Consistent training and academic activities to prepare students. Track program numbers. Goal: 15 academic programs by year 2. 20 by year3 Explore multiple quarter internship contracts Goal: Implemented by year 2
Adopt a common vocabulary and unified vision among various College entities and community partners	Communication and planning	Align Strategic plan, Accreditation, Publicity and faculty planning	Plans Articles Syllabi Evaluations Year 1	Increased community understanding in plans, local press, and curriculum. Goal: 25 faculty document year 1
Create training and support for student reflection at community organizations	Curricular	Collaborative planning for learning activity Supported by past faculty vote	Template for use onsite (possibly online) Years 1-3	Increase student reflections on CBL in narrative evaluations. Goal: 15 Academic programs prompt CBL in student evaluations year 1
Design and implement internship field supervisor training	Structural addition to internship processes	Passed previous faculty vote needs to be implemented	Plan and agenda from trainings	Increased field supervisor support from College and for student learning.

with faculty and Internship Office			Years 1-3	Goal: implement training year 2 Self-report from field supervisors
Increase college level support for community partners that host students participants in community-based learning/internships	Structural Staffing	Operationalizing that education happens in the field and needs to be supported	Planning notes Field supervisor input Year 1	New and responsive processes for collaboration. Seek input from partners and respond on regular basis. Survey year 3 includes collaboration questions and follow up focus groups
Develop mutually respectful criteria for campus-community partnerships	Collective process with faculty	Defining how we know it's mutual? What principles do we follow when we work with partners? What do we do to prepare students?	Document checklist developed Years 1-3	Increased long term partnerships and generate rubric to evaluate standing. Goal: Self-assessment rubric responses compiled Year 2
Obtain periodic feedback from community members educating Evergreen Students	Invite input from community partners as educators	Survey and evaluation reviews	Survey every 3 years and review field supervisor evaluations	Develop responsive curriculum to meet community partner needs, e.g. multi-quarter internships. Survey Year 3 Goal: 65% Field Supervisors respond that curriculum is responsive

Sources:

Campus Compact Civic Action Plan: compact.org/Campus-Compact-Action-Plan.pdf

End-of-Program Review (2006-16), Institutional Research at The Evergreen State College.

Evergreen's Mission: www.evergreen.edu/about/mission

High Impact Practices LEAP AAC&U: www.aacu.org/leap/hips

Mitchell, T. D. & Donahue, D. M. (2009), "I do more service in this class than I ever do at my site": Paying attention to the reflections of students of color in service-learning. In J. Strait & M. Lima (Eds.). *The future of service-learning: New solutions for sustaining and improving practice* (pp.172-190). Sterling, VA: Stylus Publishing.

Provost's Search: www.evergreen.edu/sites/default/files/provostsearch/docs/evergreen-provost-search.pdf

The Evergreen State College Strategic Plan 2015-20

(<http://www.evergreen.edu/strategicplan/Strategic-plan-final-draft.pdf>) Goal 4 page 10: "Build and strengthen mutually beneficial internal and external partnerships Objective 1: Build, strengthen, and maintain strategic internal and external partnerships that enhance student success and contribute to the long term ability of the College to fulfill its mission."

The Evergreen State College President Bridges 2016 Inauguration message: "Our commitment to Community-Based learning projects and internships enables a high percentage of our students to translate theory into practice."