



CIVIC ACTION PLAN

AUGUST 2019



UNIVERSITY OF
MARY WASHINGTON

| Center for Community Engagement

I. INTRODUCTION

Campus Compact calls upon its member institutions to commit to the public purposes of higher education and create a Civic Action Plan. Through this work, colleges and universities honor commitments to our communities and broader society, fostering strong, reciprocal relationships, and promoting civic engagement.

The American Association of Colleges and Universities (Ehrlich, 2000) defines civic engagement as follows:

“Civic engagement is working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference... In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.”

Campus Compact’s call to action includes five Action Statement Commitments. Here at the University of Mary Washington, we are already acting on two of the Action Statement Commitments: empowering campus community members to foster partnerships outside of campus walls and preparing students for lives of engaged citizenship. Through adopting this Civic Action Plan, we strive to support these existing efforts and to dedicate ourselves to meeting the other elements of Campus Compact’s call to action: embracing our responsibilities as place-based institutions, harnessing our capacity as an institution to challenge inequalities, and fostering an environment that foregrounds the public purposes of higher education.

2. BACKGROUND

The University of Mary Washington’s (UMW’s) Civic Action Plan focuses on the establishment of the Center for Community Engagement. It builds on a long tradition of and commitment to service and community engagement which can be traced to the institution’s founding in 1908 as a state normal school for the education of teachers, as well as to the well-entrenched student run volunteer programs operated through the Community Outreach and Resources (COAR) program. The University also has a tradition

of commitment to work for social change, as exemplified by the human rights and civil rights work of our alumna Jean Donovan and faculty emeritus James Farmer. UMW’s mission is to provide a “superior education that inspires and enables our students to make positive changes in the world.”

This plan originated in January 2017 when the University convened a working group of faculty, staff, and community members to investigate and explore options for further enhancing the University’s long history of involvement with service learning and student volunteerism. During the course of its work, the working group discovered that there were significant – but disconnected and disparate – efforts among faculty across the university to connect coursework to service and community engagement. Additionally, many faculty were engaged in research with community partners,

CAMPUS COMPACT ACTION STATEMENT COMMITMENTS

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

but were likely to see this work as undervalued service, rather than as important elements of their professional activity. A limited survey of faculty in the College of Arts and Science in spring 2017 concluded there were over 35 courses being offered at UMW that had a community or civic engagement component, with more such work being regularly conducted throughout the curriculum in the Colleges of Business and Education.

The working group explored ways to enhance, coordinate, and expand institutional involvement in the community with a particular emphasis on forging connections between the curriculum and community engagement. In summer 2017, the working group conveyed its findings in a report to senior leadership, which included a call for creating a community engagement (CE) designation for courses that meet certain student learning outcomes, and the development of an institutional hub to support and expand efforts to engage our community. Subsequently, the sentiments of this report were incorporated into President Paino's strategic vision for the University. Specifically, "A Vision for Hope" outlined four institutional goals, the first of which is to "promote the values of service and community and civic engagement." As stated in the Vision for Hope:

As a public liberal arts and sciences institution, UMW seeks to realize the democratic purpose of our mission. Drawing inspiration from our 1908 founding as a public teacher's college, we will instill the value of service across the university, equipping students to address society's demands, to challenge injustices, and to embrace the world's possibilities. By supporting the full participation of all students in their University experience, we will respond to higher education's imperative to provide an increasingly diverse population with the opportunity to improve their lives, their communities, and the world around them. Our graduates will be prepared to engage in issues of the day with rigor, curiosity, and empathy.

This campus Civic Action Plan is focused on building the foundation and infrastructure necessary for realizing the ambitious goals and aspirations outlined in UMW's strategic vision.

3. INSTITUTIONAL BASELINE AND APPROACH TO MEETING THE FIVE ACTION STATEMENT COMMITMENTS

This Civic Action Plan and the Center for Community Engagement developed within it offer the opportunity to create the institutional capacity and infrastructure to support efforts already underway in the University, and to serve as a catalyst for the creation of new, meaningful ways for UMW to grow into the role of anchor institution in the Fredericksburg region and the other communities we interact with.

Reorganization: In summer 2018, the "unit focused on service" which had been located in a larger center in the Division of Student Affairs was relocated to the Division of Academic Affairs. Such positioning in the Division of Academic Affairs aligns the Center with other offices and units essential to its work, including the Center for Teaching Excellence (for the promotion of faculty development), the Center for Career and Professional Development (CCPD) (for the development of community-based internships and career opportunities for undergraduates), and the Center for International Education (for the creation and execution of international service opportunities). The incorporation of the Center for Community Engagement into the division of Academic Affairs also provides a chance to improve communication between student programming and faculty in a way that can help increase faculty awareness of community engagement opportunities facilitated by COAR, Alternative Service Breaks (ASB), and student clubs. This may assist faculty in identifying community engagement and service learning opportunities for their students.

For the 2018-19 academic year, the staff of the newly created Center for Community Engagement worked to develop the Center's mission, vision, and approach, and to build up the Center's systems and infrastructure. Staff coordinated existing student-focused service programs and also designed new programs to support students, faculty, staff, and community members in the community and civic engagement process.

The new Center for Community Engagement (CCE) is housed in the University Center, a central hub on the Fredericksburg campus. The central

location of the CCE facilitates collaboration with the James Farmer Multicultural Center and Student Activities and Engagement, among other offices.

Staffing: In summer and fall 2018, the University recruited both a faculty director (from among the tenured faculty) and an associate director. The CCE has one graduate assistant who helps manage CCE programs.

Mission: The mission of the Center for Community Engagement is: *To serve as a catalyst for community engagement between UMW and our greater communities, building bridges between students, faculty, staff, and community partners through effective relationships that bring about both student learning and positive social change.*

Below, we describe our institutional baseline with respect to the five Campus Compact Action Statement Commitments, as well as how we intend to move the needle on each commitment within the next three academic years. Our goals and expected outcomes for each of the five Campus Compact Action Statement Commitments are outlined as well.

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.”

Baseline: Over the years, faculty, staff, and students have developed a number of relationships with community organizations in the region. As of summer 2018, the previous Director of Service and a faculty member were able to compile a list of 65 regional organizations that work with faculty, students, or staff, either through curricular or co-curricular means.

Goals: The Center for Community Engagement will work to extend connections with new organizations and also to deepen existing relationships, to ensure they are well-grounded in effective communication, reciprocity and mutual respect. Further, the CCE will establish a process to match community partners with faculty, staff or students to address specific needs or projects

through internships, volunteer opportunities, service learning, student or faculty research projects, or other collaborative efforts.

We will also work to make UMW faculty, staff, and students more accessible to community organizations seeking partnerships. The CCE will create systems that equip and train our campus partners for CE-related work.

Our work on these goals will produce the following outcomes:

Expected Outcomes

Goal 1.1: The Center for Community Engagement will work to extend connections with new organizations, and also to deepen existing relationships, to ensure they are well-grounded in effective communication, reciprocity and mutual respect.

Outcome(s)

- An increased number of relationships with community organizations.
- Increased satisfaction with the partnership process on the part of community organizations.

Goal 1.2: The Center for Community Engagement will create systems that help equip and train our campus partners for CE-related work.

Outcome(s)

- Increased ability of faculty, staff, and students to participate meaningfully in community-driven social change projects with community organizations.

COMMITMENT 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.”

Baseline: This commitment calls on universities to focus on both civic engagement (i.e., efforts to encourage involvement in our electoral and policy processes), and community engagement, which we explore as thoughtful, meaningful work with community partners.

Both our institutional leadership and our students show commitment to the civic purpose of higher education. President Paino’s strategic vision emphasizes the importance of increased civic and community engagement, and developing the

skills, habits, and knowledge needed for a life of engaged citizenship. In the past few years, UMW student civic engagement and voting have been strong. Our 2016 results from the National Study of Learning, Voting, and Engagement (NSLVE) reported a 66.6 percent student voting rate, up 4.5 points from 2012. The student registration rate (86.7 percent), voting rate of registered students (76.8 percent), and overall voting rate (66.6 percent) were all higher than the national average in 2016. Since fall 2017, a group of UMW students and alumni have worked with faculty governance and UMW administration to design and propose a plan for a "Day On for Democracy," which would allow UMW to cancel most classes on Election Day in 2020. In fall 2017, a group of UMW students worked with national organizations to promote voter registration and civic engagement on campus.

UMW boasts a robust ethos of student volunteerism and community engagement. This is most strongly manifested in Community Outreach and Resources (COAR), a subunit of the new CCE. COAR, through the work of five student staff members and a graduate assistant, supports both weekly service programs with community partners and a series of large special events that seek to connect the campus and the wider community. In addition, many student organizations and clubs also regularly sponsor volunteer activities, notably UMW athletics. All told, in the 2017-18 academic year, students engaged in 19,360 hours of service in the community. UMW's commitment to supporting these programs is driven by a belief that student volunteerism, service learning, and community engagement enhances student learning and provides students with a range of skills that lead to responsible leadership and engaged citizenship in a global and diverse society.

Additionally, UMW supports student volunteers in other communities, notably through the Alternative Service Breaks (ASB) and service abroad programs. Such programs provide students a chance to develop leadership skills, learn about local issues, and apply what they are learning in the classroom to the real world. They combine deep engagement in a community over a shorter period of time, and explicitly include elements of reflection and/or academic content. In the 2017-18 academic year, UMW sponsored four ASB trips and one service-

learning study abroad trip. The four ASB trips hosted 27 students who volunteered in a range of communities (Tucker, Georgia; Dade City, Florida; Birmingham, Alabama; and Wilmington, Delaware) in partnership with Habitat for Humanity. A service-oriented trip to South Africa provided learning experiences for 18 students and two staff, focusing on sports and recreation for youth. In the 2018-19 academic year, the Center coordinated three ASB trips serving a total of 41 people: two trips over spring break in March and one in May.

Curricular preparation for community engagement has also been an important facet of a UMW education. A basic 2017 survey of Arts and Sciences faculty showed over 35 courses that have a community or civic engagement element to them, although not all of these are current courses. The faculty have approved the creation of the CE course designation for courses requiring at least 15 hours of community engaged work (in or out of class) and meeting identified student learning objectives.

Post-graduation, many UMW students go on to careers reflecting their commitment to the public good. UMW has a strong record of sending alumni into the Peace Corps, ranking in the top 25 of small colleges sending graduates into the Peace Corps for 10 years. Still other students go into AmeriCorps, City Year, and other positions dedicated to the social good.

Goals: Although UMW faculty, staff, and students have laid a strong foundation in preparing UMW students for "lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good," we still see room for growth. Over the next three years, we will work to create and grow a culture of civic engagement at UMW, and to create and institutionalize educational and reflective components in student-run service programs. In addition, we will support effective community engagement opportunities within the curriculum, and expand and articulate connections between community-engaged work and careers.

Goal 2.1. Creating a culture of civic engagement at UMW. Working with the James Farmer Multicultural Center, Student Activities and Engagement (SAE), and faculty, the CCE will launch a Civic Engagement Initiative in fall 2019 to

create a culture of electoral and civic participation among students, faculty, and staff. This initiative includes starting a Voting Ambassador program that provides academic internship credit to two students to run a voter registration, education, and mobilization program on campus; actively collaborating with other voter engagement partners, including the Campus Vote Project, the Fredericksburg City Registrar, and others; starting a UMW Votes program that will unify the efforts of the Voting Ambassadors, Fellows from Campus Vote Project, and other students working on voter engagement on campus; and holding a series of events to raise awareness of and participation in civic engagement programs on campus during September and October of each year (including a celebration of National Voter Registration Day). The partnership across Academic Affairs, Student Affairs, faculty, and students will lead to a robust student engagement program with curricular and co-curricular elements.

Goal 2.2. Creating and institutionalizing educational and reflective components in student-run service programs. The establishment of the CCE within the division of Academic Affairs provides opportunities to strengthen the curricular offerings around community engagement, and to front-load reflective and educational goals in our co-curricular programming as well. Students involved in COAR programs have expressed interest in learning more about the issues tied to their volunteer work. For example, gaining more insight into family homelessness may help students who work at a family shelter, and discussion of the causes of food insecurity may benefit students volunteering at the Food Bank. Additionally, providing opportunity to reflect critically on their experiences in the community will help students more firmly connect their lives on and off campus, creating transformational learning opportunities for students.

Goal 2.3. Supporting effective community engagement opportunities within the curriculum. The CCE will increase the number of community engaged learning opportunities in the curriculum, and will ensure the quality and effectiveness of these courses and other learning opportunities. We will provide best practices training and resources for community engaged teaching, as well as providing direct support for faculty interested in teaching community engaged

courses. We will support the development of community-engaged study abroad trips, especially seeking to promote the sustainability of the programs and the relationships underpinning them. We will systematically assess the Student Learning Outcomes associated with CE designation to monitor the effectiveness of these courses and to enable modifications as needed. Through such efforts, students and faculty will be empowered to draw their own connections between the disciplines they study and issues and opportunities in the community.

Goal 2.4. Expanding and articulating connections between community engaged work and careers. We will work with CCPD to co-create career-oriented programming for students, both around their own service experiences and also to expose them to a range of internship and career options serving a variety of communities.

Our work on these goals will produce the following outcomes:

Expected Outcomes

Goal 2.1: Create a culture of civic engagement at UMW.

Outcome(s)

- Increased student engagement in federal and state elections.
- Increased student participation in curricular and co-curricular events related to civic engagement (such as Voting Ambassadors, National Voter Registration Day, civic engagement-themed workshops and panel discussions, and civic engagement student organizations such as UMW Votes).

Goal 2.2: Create and institutionalize educational and reflective components in student-run service programs.

Outcome(s)

- Increased competency in outcomes captured by American Association of Colleges and Universities' (AAC&U's) Civic Engagement Valid Assessment of Learning in Undergraduate Education (VALUE) rubric, including *civic identity and commitment*, *diversity of communities and cultures*, and *civic action and reflection* among student volunteers.

Goal 2.3: Support effective community engagement opportunities within the curriculum.

Outcome(s)

- Increased number of CE learning opportunities for students.
- Student proficiency on the identified community engagement student learning outcomes increases over the three years of measurement (see Appendix A for outcomes).
- Increased confidence and competency in teaching and assessing community-engaged course content.

Goal 2.4: Expand and articulate connections between community-engaged work and careers.

Outcome(s)

- Students working with CCE programs will make connections between the skills they learn carrying out service, volunteerism, and community engagement activities and possible career paths.
- Students working with CCE programs will explore internships, volunteering, study abroad, and community-engaged coursework as a means for identifying and enhancing their career opportunities.

COMMITMENT 3: “WE EMBRACE OUR RESPONSIBILITIES AS PLACE-BASED INSTITUTIONS, CONTRIBUTING TO THE HEALTH AND STRENGTH OF OUR COMMUNITIES – ECONOMICALLY, SOCIALLY, ENVIRONMENTALLY, EDUCATIONALLY, AND POLITICALLY.”

Baseline: Evidence of this commitment is woven throughout all of the existing community engagement activities at UMW. Faculty, staff, and students are deeply embedded in efforts to improve the health and strength of the community. This work has previously been driven by the passions and interests of campus community members, but not explicitly supported by the institutional mission.

Goals: Going forward, the CCE will work to bring greater coordination, communication, resources, and assessment to the work that faculty, staff, and students do for the betterment of the community. This work is grounded in the recognition of reciprocal benefits to UMW and our surrounding communities when we work together to strengthen the community.

The CCE intends to engage in one targeted community impact project each year, although the same project may be active for several years. Projects will be identified by their importance to community stakeholders and the potential for UMW to be able to make a significant impact on community well-being through the project. Areas of focus may emerge from ongoing discussions with community stakeholders or from UMW-initiated efforts, if they reflect the knowledge and insight of community partners. Community impact projects should involve multiple community partners, and commitment from a variety of campus constituencies.

Our work on these goals will produce the following outcomes:

Expected Outcomes

Goal 3.1: Bring greater coordination, communication, resources and assessment to the work that faculty, staff and students do for the betterment of the community.

Outcome(s)

- Increased engagement on the part of faculty, staff, and students in existing community efforts.
- Increased resources leveraged in work with community partners: including campus space, expertise, volunteer hours, access to academic materials, etc.
- Increased effectiveness of campus/ community partnerships using “Organizing Thinking About Desired Community Outcomes” tool.

Goal 3.2: Engage in one targeted community impact project each year.

Outcome(s)

- Identification of, and work on, a community-driven community impact project that reflects the intersection of community needs and university resources.
- Effective collaboration on the community-driven project in a way that utilizes UMW resources including faculty expertise; faculty, staff and student volunteer hours; and other UMW community resources.
- Community impact project efforts produce positive outcomes in community.

COMMITMENT 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.”

Baseline: Various parts of the UMW community engage in efforts to challenge the inequalities that compromise the quality of our communities and our society as a whole. These efforts have not been effectively united within a framework that both demonstrates the interconnection of such efforts and elevates the impact of this work.

Goals: The Center will seek opportunities to leverage and coordinate with existing programs to challenge social inequalities and support democratic futures. When we collaborate across units at the University, we are able to amplify the impact of our work, and ideally engage more people, across faculty, staff, students, and community members.

We will work to foster collaboration across units at UMW, focusing on issues that show the interconnectedness of “community,” civic engagement, and inequality. Examples of such collaborations include work with the informally-named “Diversity Squad,” convened by Dr. Marion Sanford of the James Farmer Multicultural Center (JFMC). This team includes participants from Safe Zone, the Office of Disability Resources, the JFMC, CCE, and Human Resources, and works to identify existing programming on campus (across all departments and programs) that helps increase Intercultural Knowledge and Competence (as measured by the AAC&U Intercultural Knowledge and Competence rubric).

To meet this commitment, we will also seek to support cross-campus collaborations to promote civic engagement. CCE has initiated a partnership with the JFMC to support a Civic Engagement Initiative that reflects this commitment. This initiative will launch in the 2019-20 academic year and will build on and coordinate with existing programming by the JFMC including an annual civic engagement panel discussion and social justice teach-ins. A driving force for the civic engagement month has been the advocacy of UMW students deeply concerned about our democracy in decline.

This will be a concerted, multi-focal effort to enhance the vibrancy of our commitment to civic life.

Our work on these goals will produce the following outcomes:

Expected Outcomes

Goal 4.1: Foster collaboration across units at UMW working to challenge social and economic inequalities and support democratic futures.

Outcome(s)

- Increased collaboration among UMW programs (curricular and co-curricular) that challenge social inequalities and support democratic futures.
- Create, support, and promote new collaborative programs that challenge social inequalities, and support democratic futures.

Goal 4.2: Support cross-campus collaborations to promote civic engagement.

Outcome(s)

- Increased collaboration among UMW programs (curricular and co-curricular) that support civic engagement and voter engagement.
- Students demonstrate increased competency in AAC&U Civic Engagement rubric outcomes, particularly *analysis of knowledge* and *civic action and reflection*.

COMMITMENT 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.”

Baseline: Administrative leadership consistently emphasizes the importance of community and civic engagement and of institutional action for the public good. UMW is welcoming to faculty work (teaching, research, service) that furthers the public purposes of higher education, and tenure and promotion processes do acknowledge the value of publicly-engaged work. Staff have some opportunities to engage in service or volunteerism to the benefit of their community, through compensated leave to participate in service, and through a variety of service projects sponsored by the Staff Advisory Council. However, there is room to take our very symbolic support for these public

purposes of higher education, and make this work more clearly institutionally meaningful and valued throughout the University.

Goals: The CCE will expand access to opportunities to engage with our communities in ways that meet the needs of our community partners and our diverse constituents across campus. The CCE will seek out ways to acknowledge and honor community and civic engagement work conducted across campus. This will be accomplished through attention to a variety of ways to reward engagement activities, including celebrations and awards, as well as support in official university policies, where possible and appropriate.

Our work on these goals will produce the following outcomes:

Expected Outcomes

Goal 5.1: The CCE will expand opportunities to engage with our communities in ways that meet the needs of our community partners and our diverse constituents across campus.

Outcome(s)

- Effective communication pipelines created so that students, staff, and faculty are more readily made aware of engagement opportunities and how to make use of them.

Goal 5.2: The Center will acknowledge and honor community and civic engagement work conducted across campus.

Outcome(s)

- Systems created to acknowledge and honor campus participants for CE-related work:
 - Incentive systems and policies for faculty and staff related to service strengthened or modified.
 - Faculty CE work will be valued within University systems related to grant making, promotion, tenure, sabbatical, and other recognition.
 - Changes to incentive opportunities for faculty to develop high-quality community engaged courses.
 - Staff will receive recognition for their community engagement work.
- The Center will award cords and certificates to students who have displayed a strong commitment to community engagement and service.

4. CAMPUS TEAM

The campus team charged with responsibility for realizing the goals outlined in this plan includes administrators, faculty, staff, students and community members. The Center is housed in the Division of Academic Affairs and reports to the Provost. The Center's leadership team includes the faculty director (on half-time release), a full-time associate director, and a graduate student.

The Center will be supported in these efforts through the formation of an advisory board consisting of faculty, staff, students, and community members.

5. TIMELINE AND ACCOUNTABILITY

The plan for developing the Center for Community Engagement at the University of Mary Washington has an initial three-year timeline which involves building the organizational infrastructure and curricular integration. As part of this timeline, the University anticipates identifying a number of substantive and meaningful community engagement projects.

AY 2018-2019: During the first year, the Center was established, and a faculty director and associate director were recruited and hired. The new faculty director, in partnership with the associate director and graduate assistant, built infrastructure for the Center and began to design new programs to support community engagement among faculty, staff, students, and community partners. Work this year included the drafting and approval of the Civic Action Plan, which will be celebrated at the official launch of the Center in September 2019. In addition to supporting ongoing programming coordinated through COAR, the Center initiated 1-2 smaller-scale projects that work to expand connections between community and campus in the spring. These included work with the James Farmer Scholars program on a community engagement day, and support for a project initiated by a faculty member in Economics, **FRED: A Social Good Summit**.

AY 2019-2020: In the second year, the Center will continue to build capacity, identify two additional small projects, and co-sponsor a Civic Engagement Initiative. Staff will continue working on plans to assess major programs and

initiatives in community engagement. Planning will be undertaken for adopting and launching a community impact project.

AY 2020-2021: In its third year, the Center will assess the outcomes of the initial small projects as well as efforts to build capacity and deepen the campus culture of engagement. Year three will see the full engagement of the first community impact project.

APPENDIX A

COMMUNITY ENGAGED COURSES – STUDENT LEARNING OUTCOMES

Mandatory outcomes:

Analysis of Knowledge: Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to community engagement and to one's own participation in community life, politics, and government.

Identity/Commitment: Provides evidence of experience in community engagement activities and describes what she/he has learned about her- or himself as it relates to a reinforced or clarified commitment to public action.

Action and Reflection: Demonstrates independent experience, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

Optional outcomes:

Diversity of Communities/Cultures: Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

Communication: Tailors communication strategies to effectively express, listen to, and adapt to others to establish relationships to further community action.

Contexts/Structures: Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a community aim.

Academic impact: Uses community engagement experience to inform one's academic study/field/discipline.