

# Building a Great Campus Civic Action Plan

Andrew J. Seligsohn [@CompactPrez]

Maggie Grove

Campus Compact [@Campus\_Compact]

UMSL, October 13-14, 2016

# Agenda: Building Blocks I

- The Action Statement
- Conceptual Toolbox
- Great Action Plan Components

## Why an Action Statement Now?

- 30+ years of building our movement
- Enormous infrastructure on campuses and through organizations
- Evidence of impact
- We must do more

## *Why this Action Statement Now*

- Participatory network process
- Clarity about shared values and goals

**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 prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.**

**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 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.**

## *Why this Action Statement Now?*

- No single approach right for every campus
- Campus Civic Action Plans
- Invitation to redesign the engine



Cadillac 3.6L V6 Engine  
Over 200 moving parts



Tesla AC Induction Motor  
About the size of a watermelon

# Conceptual tool box

- Thinking from assets
- Conceptions of community engagement
- Characteristics of great Civic Action Plans



What's wrong with this picture?

## Thinking from assets

- What are the assets in this group?
- What are the deficits in this group?



# Community Engagement Conception 1

*Carnegie Foundation for the Advancement of Teaching and Learning:*

Community engagement describes 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.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

## Community Engagement Conception 2

Community engagement is a process that includes multiple techniques to promote the participation of residents in community life, especially those who are excluded and isolated, by engaging them in collective action to create a healthy community.

8





## Great Civic Action Plans will support. . .

- Systems & policy change
- Culture change
- Capacity building

# Great Civic Action Plans will be grounded in . . .

- Place
- Context
- Institutional goals

## Great Civic Action Plans will integrate. . .

- Engaged teaching
- Engaged scholarship
- Partnerships
- Institutional action

# Models of integration

- Platform partnership
- Leading/joining collective impact networks
- Signature model

# Go Bold Together

# Agenda: Building Blocks II

- Understanding your environment
- Building your process

# SOAR

## Strengths, Opportunities, Aspirations, Results

## Strengths

- How is your institution already accomplishing this commitment?
- What resources do you already possess that you can leverage?
- Identify key achievements.
- Identify positive aspects acknowledged by the campus and local communities



# Opportunities

- What are our best opportunities?
- What are the headwinds?
- What are the tailwinds?
- Who already wants us to take action on this commitment?

# Aspirations

- How does this commitment connect with existing institutional aspirations?
- How does this commitment connect with existing community aspirations?
- How can the culture of your institution be changed through this process?
- What are your best hopes for contributing to change in the community ecosystem?

## Results

- How can you build a team with perspective, persistence, and power?
- How will you know you have made progress?
- What systems will you need to use (or create) to measure progress?
- How can your results inform broader conversations about the public importance of higher education?

## Who needs to be in the room?

- How do we decide?
- Activity: On your own
  - Make two lists—internal contributors, external contributors
  - Call out examples

## What questions do we need to ask?

- Community perspective: What do community leaders have to say about priorities?
- Institutional perspective: What do students, faculty, staff, senior leadership have to say about priorities?
- Where can we find data to inform these conversations?

## How should you think about timeline?

- Deadline: One year from signing; March 2017
- Timeline factors
  - Constantly visible light at end of tunnel
  - Sufficient time for conversation to develop
  - Take opportunity to share progress—within and without
- Timeline czar

# How Campus Compact will help

- Initial guidance available: Share with colleagues
- Knowledge hubs in partnership with a wide range of organizations
- Template to be used, re-structured, or ignored
- <http://compact.org/campus-civic-action-plans-home/>
- State and regional Executive Directors

# Thank you!