



### **CIVIC ACTION PLAN: Summary**

As one of nearly 1,100 colleges and universities committed to change making through campus-based civic and community engagement, we pledge to collaborate on a Civic Action Plan (CAP) that aligns the guiding principles of Campus Compact and the mission of Rollins College by March 2017 to fulfill the commitment President Cornwell made when he signed the Thirtieth Anniversary Action Statement of Presidents and Chancellors. Our CAP begins with our mission to “educate students for **global citizenship** and **responsible leadership**, empowering graduates to **pursue meaningful lives** and **productive careers**” and the five guiding principles outlined by Campus Compact to: (1) “**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) “**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) “**embrace our responsibilities** as place-based institutions, **contributing** to the **health** and **strength** of our **communities** – economically, socially, environmentally, educationally, and politically”; (4) **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”; and (5) “**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.**”

## Vision

As part of our institution's strategic planning process, our Civic Action Plan builds on an emerging consensus that one of Rollins College's distinguishing strengths is our college-wide commitment to community engagement. We have a number of hallmark programs in the curriculum and co-curriculum wherein students put their liberal learning to work in the world, seeking to address pressing social issues and contribute to the improved well-being of others. However, we acknowledge that there are some key areas for growth. We began our strategic planning conversations by asking: *What is the most promising alignment and organizational structure for our programs in civic engagement, community-based learning, social entrepreneurship, social innovation, and changemaking?* To begin to address this question, our conversations focused on ways our curricular and co-curricular programs might realize greater synergy with better coordination. We also investigated how we might lift up our combined efforts to highlight this important work as a central and distinguishing focus at Rollins College. This document describes our overarching vision for structural, cultural, and policy change that will help Rollins College more fully achieve our mission as aligned with the Action Statement.

## Approach

Rollins College was re-classified in 2015 by the Carnegie Foundation for excellence in community-engaged learning and, for the 10th straight year, the College has been recognized for advancing high-impact, transformational engagement practices that benefit students and communities. Most recently, Rollins College [won three awards](#) from Florida Campus Compact including the Campus-Community Partnership Award for its partnership with [Opportunity, Community, Ability](#) (OCA), an Orlando nonprofit that serves students with autism and special needs. Additionally, Political Science professor Don Davison won the Graham-Frey Award, and

Marissa Corrente, Associate Director of the Center for Leadership and Community Engagement (CLCE), won the Community Engagement Educator of the Year Award in the Independent College Sector. Rollins has also been recognized for its [work related to civic engagement](#) from the National Association of Student Personnel Administrators and since its inception has served as a Lead Advisory Institution for NASPA's Civic Learning and Democratic Engagement (CLDE) initiative.

This plan builds on 25 years of work in community engagement at Rollins College with programs that (1) support faculty interested in teaching service-learning courses through mentoring and grant funding, (2) engage students in curricular and co-curricular experiences (e.g., service-based immersions, the Bonner Leaders Program, Democracy Project, Join Us in Making Progress, volunteerism, etc.), (3) guide students in narrativizing their experiences for purposeful career and life planning, and (4) encourage accountability for faculty (e.g., FSAR).

Our CAP outlines the ways in which administrators, faculty, staff, students, and community partners will work together to build a community committed to educating and empowering global citizens, responsible leaders, and lifelong learners. Drawing from our work at the Florida Engagement Academy in 2015, continued conversations during strategic planning, and participation in workshops organized by Campus Compact in 2016 and 2017, our work will enrich community engagement opportunities across the curriculum in a way that builds cohesion between campus stakeholders, furthers our competitive niche, and improves recruitment, retention, and persistence so that engagement is an enhanced priority at Rollins College. As such, we are organizing our strategic planning efforts around "Three C's": (1) Co-location (2) Campus-Community Impact, and (3) Curriculum.

***Co-location.*** Creating a center for engaged citizenship (working name) in the center of campus that brings together all our work in community engagement, leadership development, social innovation and social entrepreneurship, and campus media. Such a location could be known as a hub of activity that brings together faculty, students, staff, community fellows and community partners in related inputs, outputs, outcomes and impact. The physical space would be our mission-in-action-- a place that situates our value-proposition as distinguishing and central to a Rollins education. The physical space would transcend academic and student barriers and evoke bridge-building between all faculty, staff, students and community. Office and gathering spaces would be designed for synergy between faculty, staff, students and community in a laboratory setting (to include the social innovation hub, student and staff spaces and faculty/community fellow spaces). What we call the physical space remains a work in progress that will involve student and community input, drawing from the national landscape on best and next practices. We've begun researching centers across the country to help guide our thinking (see Appendix A for examples of national *Centers of Excellence*).

***Campus-Community Partnerships.*** We acknowledge that Rollins College is engaged in the community in multiple ways within the community through the College of Liberal Arts, Crummer School of Business, and the Hamilton Holt School. These engagements are high-impact, connected to the curriculum, and make a difference in the educational experience of students at Rollins College. Despite these efforts, historically, Rollins College has not had a strategic focus within the community. This lack of focus has made it difficult for the College to measure the collective impact that Rollins has had in Central Florida and beyond.

We recommend that Rollins orient civic and community engagement (and additional engaged learning pathways) around particular areas of impact. As such, Rollins will engage in a strategic

review of campus-community partnerships including an audit of current faculty/staff engagement in community-engaged scholarship, teaching, research and volunteerism. At this point, we have designed a survey and received approval from the Institutional Review Board to begin data collection. We will also turn to our community partners and relevant data that shows the top areas of concern within Central Florida. Finally, we will look to models including collective impact and Anchor institutions to draw inspiration and ideas. All of this will help us determine a set of 2-3 social issues/opportunities within Central FL to focus our work. Rollins is also hosting an AmeriCorps VISTA in partnership with University of Central Florida who will support efforts related to collective and community impact.

***Curriculum.*** We affirm that there are many distinctive programs of excellence at Rollins College that impact student learning in civic and community engagement, social innovation, social entrepreneurship, sustainability and changemaking, both inside and outside the classroom. While connections exist between these signature programs in both formal and informal ways, a unified message and organization around shared values, goals, and outcomes does not currently exist. As such, there is an opportunity to create a constellation of existing educational programs and experiences that unify efforts and impact.

Rollins College will undertake a review of current curricular practices with the goal of curricular innovation around community engagement and social innovation. We see particular synergy between our [RCC](#), first-year seminar courses, and General Education ([rFLA](#)). Curriculum will at various levels include co-curricular experiences that are central to student experience at Rollins. The question guiding this work is: What would it look like if 100% of students at Rollins were exposed in some way to a curricular experience in community engagement or social innovation?

To begin to answer these questions, Rollins College will create a committee of faculty and staff to explore and implement a strategy around academic programs and developmental experiences in order to leverage maximum exposure for all students in civic and community engagement, social entrepreneurship, social innovation, sustainability and changemaking. This group would focus on how Rollins' General Education curriculum (RCC and rFLA) could deliberately and strategically connect to global citizenship and responsible leadership through engaged learning pathways. Outputs could include a developmental map for every student no matter their major to participate in engaged learning pathways that relate to academic, career interests and goals and/or alternative curricular models for community engagement (e.g., a project based immersion semester with linked courses involving two or more faculty and a cohort of students).

Although our work will focus on the General Education curriculum, we will simultaneously consider how to support work done in Majors and Minors oriented around engaged learning pathways, community engagement courses, community-based research, and social entrepreneurship/innovation courses.

*Summary of Action Items:*

1. Create a constellation of educational programs and experiences in community engagement and related engaged learning pathways.
2. Create a task force to develop and implement efforts.

## Commitment 1: PARTNERSHIPS

*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.*

- Immersion
  - Integrated into curriculum (and as a co-curricular activity)
- Assessment
- CE Designation Process
  - Application
  - Peer-feedback
  - Community Partner Course Support
  - Faculty Mentoring
- Service Passion Action Rollins College (SPARC) annual day of service and education
  - Community organization and need assessment meetings
  - Train students to work with CPs
- Community Partnership Workshops
  - Reflection Tools
  - Implementing Internship Programs and Long-term Volunteer Opportunities
- Opportunities – Creating resources, space, time, people for each class and CP to go through a similar process
- Aspirations – Conversations with CE partners to make sure relationships are truly co-created and mutually respectful.

## Commitment 2: ENGAGED CITIZENSHIP

*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.*

Embedded within the curricular and co-curricular experience for each student are opportunities to connect their coursework with the liberal arts' ethos through practical engagement entry points. The college recognizes that this work is an essential part of its strategic plan, and through multiple entry points intends to continue to develop programs and initiatives that create stronger ties that engage students as changemakers across Central Florida and beyond.

- Student Organizations
  - Rollins Relief
  - Student Support Foundation
  - Project Bridge
  - JUMP
- Institutional Community Engagement Programs and Initiatives

- Immersion Program
- Bonner Leaders
- Leadership Ally Program
- Democracy Project
- Emerging Leadership Institute
- Self-Awareness & Personality Inventories
- Large-Scale campus and community events

### **Commitment 3: RESPONSIBLE LEADERSHIP**

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

Leadership development at Rollins College continues to be a goal within the College and clearly aligns with our mission of educating for responsible leadership. Much of the work focused on responsible leadership to contribute to the health and strength of our communities is realized through work organized by the Center for Leadership and Community Engagement (CLCE). CLCE works to inspire action and cultivate positive social change through leadership development and community engagement to build a community committed to education and empowering global citizens, responsible leaders, and lifelong learners. A multitude of pedagogies including curricular instruction, workshops, small group instruction, retreats, lectures, discussion, and other activities, create opportunities to educate and empower students to begin and continue their leadership development journey at Rollins College.

As the landscape of higher education continues to change, we will strive to remain cutting edge and begin to welcome new ideas and energy committed to the College mission of Global Citizenship and Responsible Leadership. CLCE emphasizes its work on leadership development and service experiences, including: service-learning within academic courses, leadership workshops and programs, civic engagement, the Rollins Immersion Program and the Bonner Leaders Program.



#### Commitment 4: COLLECTIVE IMPACT

*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.*

- Refugee Family in Residence
- Democracy Project
- Pathways to College
  - Awareness to preparedness model - K-12 – engage all of the stakeholders
- Opportunities – More research to map impact (could consider social network analysis)
  - Are our students challenging the prevailing social and economic inequalities that threaten our democratic future? How are we measuring this? Longitudinal data should be collected.

#### Commitment 5: BIG PICTURE

*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.*

- At the national level (e.g., Carnegie, NASPA, Florida Campus Compact, Ashoka U), Rollins College has been recognized as a school that has data to support our mission driven work.
- Need to continue Community Visioning Group efforts to make policy/systems changes at Rollins College
  - Continue faculty development
  - Support for going to conferences not specifically related to your research (e.g., IARSLCE, Gulf South Summit)
  - Emphasize CE teaching and research efforts
  - Recognize faculty who do work in this area
    - Idea - Explore grant funding for CE work
    - Dean's office – faculty development funds
    - Specific, competitive grants for service learning course development
- Research Questions: Do students engaged in CE activities persist at higher rate?
  - What is the impact, if any, of co-taught classes with staff/faculty to retention efforts?
  - What is the impact, if any, of classes with CE component to retention efforts?
- Data Collection: Campus wide CE audit (faculty, staff, students)
  - Collect basic demographic information (role on campus, time at Rollins, etc)

- Survey section 1: What have you been involved with?
  - Provide a list (as comprehensive as possible)
  - Allow people to write in if we missed something people want to include
- Survey section 2: Measure community engagement
  - CLCE has a measure based on the AACU rubric
  - Consider measuring civic self-efficacy
  - Other measures?
- Opportunities to consider
  - Continue/start to develop corporate, civic, and nonprofit partnerships (from College-wide SWOT) analysis
  - Work towards collective impact
    - Fewer projects and longer term (consider key areas identified by CVG at Florida Engagement Academy)
  - Shared decision making with community
  - Employ institutional resources fully and consciously
    - Ways to scale up efforts –
      - How do we match resources to critical needs defined by CPs?
      - Focus on recruitment and retention of students of color – connect with high schools through service to help recruit a more diverse student population.
        - Resources targeted to admissions can be directed towards service efforts
        - Particularly important because grant money isn't currently available
    - Set an agenda with other higher ed institutions and community partners
      - Identify needs - What are the community's greatest need?
      - Design a plan – Based on the need, what should we do? What role does CE play? Should students/classes be involved? Should faculty research be part of this initiative?
      - Measure impact - How do we measure impact?
      - Communicate results – translate results to share with the community
- Create a “map” for active/engaged citizenship to guide students across their 4 years at Rollins College (i.e., developmental model).
  - Think about this as a continuum (See Appendix B; Barreneche et al.'s work on the “active citizen continuum”)

## **Communication**

Community Engagement (and additional engaged learning pathways including social innovation) would realize the greatest synergy by:

1. Developing a Rollins' meta-narrative that reflects the distinct interconnections between civic and community engagement, social innovation, social entrepreneurship, sustainability and changemaking and the mission. What we name the constellation (synergy) would involve student and community input, drawing from the national landscape on best and next practices
2. A campus scan to identify the key messages that are sent to prospective and current students as it relates to civic and community engagement (and additional engaged learning pathways). Such a scan would determine if we are best utilizing our campus outdoor spaces by orienting those spaces around student-centered and mission-driven decisions that reflect global citizenship and responsible leadership to prospective and current students and community.

We must continue to communicate within our taskforce but must also consider ways to communicate with others about our work, both internally within the campus and our community, and beyond our campus with other campuses who are participating in this type of strategic planning. Please see Appendix C for more detail on outcomes, measures, and indicators we commit to working on in the coming months.

## APPENDIX A: Centers of Excellence

Name of School	Name of Center	Mission
Cal State University Los Angeles	<a href="#">Center for Engagement, Service, and the Public Good</a>	"The Center for Engagement, Service, and the Public Good is dedicated to working on behalf of the citizens of Los Angeles and the students of Cal State L.A. to generate positive change in Southern California."
Colorado State University	<a href="#">Center for Public Deliberation</a>	"Deliberation is an approach to politics in which citizens, not just experts or politicians, are deeply involved in community problem solving and public decision making. Working with trained facilitators who utilize a variety of deliberative techniques, citizens come together and consider relevant facts and values from multiple points of view; listen to one another in order to think critically about the various options before them and consider the underlying tensions and tough choices inherent to most public issues; and ultimately seek to come to some conclusion for action in the form of a reasoned public judgment."
Harvard Kennedy School	<a href="#">Center for Public Leadership</a>	"The Center for Public Leadership at Harvard Kennedy School is dedicated to excellence in leadership education and scholarship. Through teaching and research, we are preparing this generation with the insights and practical skills necessary to address the world's most pressing problems."
Northwestern University	<a href="#">Center for Civic Engagement</a>	Northwestern University's Center for Civic Engagement promotes a lifelong commitment to active citizenship and social responsibility among all students. Through an integration of academics with meaningful volunteer service, research and community partnerships, the Center supports students, faculty, staff and alumni as they enhance their own academic experiences while contributing to stronger communities and a more engaged university.
Washington State University	<a href="#">Center for Civic Engagement</a>	The CCE facilitates student and faculty engagement with communities to promote shared knowledge, research, and service to society.
Pacific University Oregon	<a href="#">Center for Civic Engagement</a>	The Center for Civic Engagement at Pacific University fosters an engaged campus that connects students, faculty, and staff with community partners to serve the common good, revitalize our community, and facilitate learning within a community context. The Center promotes the value of life-long active citizenship, building a sense of empowerment to effect meaningful social participation, while cultivating the development of critical thinking skills and the capacity to reflect on one's own set of values.

Name of School	Name of Center	Mission
University of Texas at El Paso	<a href="#">Center for Civic Engagement</a>	To enhance higher education and contribute to the public good through community-based teaching and learning initiatives that enrich student education, promote civic engagement, and improve the community while capitalizing on the region's and UTEP's social and intellectual capital.
Stanford Graduate School of Business	<a href="#">Center for Social Innovation</a>	Our mission is to bring social and environmental change to the world. Through research, education, and experiential learning, we strengthen the capacity of individuals and organizations to develop innovative solutions to complex problems. We envision a networked community of leaders actively working across sectors, frontiers, and disciplines to build a more just, sustainable, and prosperous world.
University of Southern Carolina	<a href="#">Sol Price Center for Social Innovation</a>	The Price Center promotes the exploration and understanding of how to create sustainable, holistic vitality in low-income, urban communities. To this end we develop scholars, leaders and initiatives to advance novel approaches and solutions, with a particular eye toward understanding large-scale change efforts in places and populations. We integrate neighborhood data to facilitate research, evaluation and action in the urban realm. We evaluate programs and policies to determine what works, why and what can be applied elsewhere. We convene national conferences to magnify the impact of social innovators by bringing them together with change leaders from around the world in a common pursuit of equality of opportunity for children and families in marginalized communities.
University of Cambridge Judge Business School	<a href="#">Center for Social Innovation</a>	The Centre for Social Innovation at Cambridge Judge Business School, University of Cambridge, acts as a platform for research and engagement with social innovators, academia and policy in UK and across the world. Its primary focus is to understand, promote, and engage with social innovators and create and support social ventures and projects.
Tulane University	<a href="#">The Phyllis M. Taylor Center for Social Innovation and Design Thinking</a>	Taylor dissolves boundaries and inspires collaboration between students, staff, faculty, and community members to develop innovative solutions to society's most pressing social and environmental problems. The Center coalesces campus and community engagement in social innovation, social entrepreneurship, and design thinking, providing a unique interdisciplinary intersection of thought and action on our campus and in our local and global community.
Rollins College	<a href="#">Center for Leadership and Community Engagement</a>	CLCE inspires action and cultivates positive social change through leadership development and community engagement.



## APPENDIX C: Outcomes

Outcome	Type of change	Commitment	Measure(s)	Indicator(s)
Engaged scholarship is rewarded in our promotion and tenure processes	System/Policy	#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.	Departmental data on promotion and tenure awards; including percentages of those who are involved in engaged teaching and research	Increased number of promotions for scholars focused on public value  Increased number of faculty receiving tenure because of the quality and centrality of their engaged teaching and research
Faculty understand how to incorporate engaged teaching and research into their work	Culture	#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.	Number of faculty attending workshops focused on engagement  Audit/survey of faculty  Review FSAR data	Increased number of community-engaged courses offered  Increased number of community-based research projects underway
Students understand how to narrativize their civic and community engagement experiences as part of preparation for career and the world of work.		#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.	Audit/survey of students 1. What year in school? (students) 2. What is your role? (staff/faculty) 3. Do you participate in (give a list)? 4. Outcomes – AACU rubric based survey items a. Already being assessed by CLCE i. Career preparation (transferable skills) ii. Social justice (recognize experiences of difference)	

			<ul style="list-style-type: none"> <li>iii. Community engagement (understand civic identity and commitment; only in CE classes)</li> <li>iv. Compare data across ppl with various experiences with CE</li> </ul>	
Center for Career and Life Planning is prepared to work with students to discuss transferable skills/how to connect their work in civic and community engagement to career preparation and the world of work.		#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.		
Create a “map” for active/engaged citizenship to guide students across their 4 years at Rollins College (i.e., developmental model).				
Train faculty to advise students for active/engaged citizenship. <ul style="list-style-type: none"> <li>• “cheat sheet” for advisors</li> </ul>				
Analyze assessment data collected over the last five years from CE assessments.				
Review budget needs and request that the institution fund this important, mission-driven work.				
Focus on areas of collective impact identified during the Florida Engagement Academy (e.g., homelessness, sustainability) and consider adding education/youth issues/ (dis)ability because our students seem connected to this work.				
Continue work towards institutionalizing civic and community engagement on campus.				



<ul style="list-style-type: none"><li>• Focus on faculty development and training</li><li>• Find/apply for support grants</li><li>• Define role of faculty fellows (including responsibilities and resources available)</li></ul>					
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