

Carroll College Divic Action Plan
Montana Campus Compact
2017

Executive Summary

As Carroll College undergoes a curricular review that will result in a new Core Curriculum, it is an opportune time to align these efforts with an institutional commitment to engaged learning that manifests Carroll's commitment to provide an "integrative and value-centered education rooted in freedom of inquiry" as well as serving "all with humility, especially our neighbors who are poor and marginalized" (Carroll College Mission Statement). Action items associated with this plan are:

- Consult with Office of Academic Affairs about progress with revision of Core Curriculum
- Recruit members from among faculty, staff, students and community partners to serve on an Engaged Learning Advisory Committee to begin in conjunction with introduction of revised Core Curriculum
- Establish benchmarks and outcomes for engaged learning at Carroll College
- Prepare and submit annual report to the Office of Academic Affairs

Plan Rationale:

1. In the context of your institution, its history, traditions, priorities, new directions, why do the principles embedded in the Action Statement matter to you now?
 - a. Each of the principles aligns well with our mission statement. In particular, the fourth paragraph of the Carroll College mission statement captures each of this principles.
 - i. *As a college founded by and related to the Diocese of Helena, Carroll has a special obligation to provide for the spiritual needs of the college community. At the same time, the resources of the College's Theology Department, and campus ministry organization are available for the special religious needs of the diocesan community as a whole. Moreover, Carroll College rededicates its spiritual, academic, and social resources to the service of the citizens of Montana, its home, and to the worldwide human family through continuing efforts to guarantee to individuals, to groups, and especially to the marginalized the right to life, to personal and social dignity, and to equality of opportunity in all aspects of human activity.*
2. How do the public purposes of higher education guide your work?
 - a. As an institution of Catholic higher education, Carroll Colleges is a representative of an educational philosophy committed to the value of a liberal arts education in service to the common good. As Cardinal John Henry Newman writes in *The Idea of a University*, "If then the intellect is so excellent a portion of us, and its cultivation so excellent, it is not only beautiful, perfect, admirable, and noble in itself, but in a true and high sense it must be useful to the possessor and to all around him; not useful in any low, mechanical, mercantile sense, but as diffusing good, or as a blessing, or a gift, or power, or a treasure, first to the owner, then through him to the world. I say then, if a liberal education be good, it must necessarily be useful too." Additionally, in a 1916 speech to the students of St. Charles College (now

Carroll College), Bishop John Carroll proclaimed, "Knowledge is, indeed, power, but it is power for the good of the individual and society only when steadied by a will thoroughly consolidated in virtue and morality."

3. How is your institution's commitment reflected in existing documents, such as mission statements and strategic plans?
 - a. See above for a quote from our mission statement. Additionally, one of the four initiatives of our current strategic plan ([Vision 2018](#)) is "local." This initiative is defined as follows: "Carroll will engage with the people and environments of Helena and Montana to both enhance students' well being through a deep connection to their environment and also to enable faculty, staff, students and alumni to contribute their intellectual capital and skills to the identified needs of the larger community." Of the four action items for this initiative, two are (1) students, faculty, and staff engaged in service activities; and (2) programs that provide experiential learning through Montana's unique landscape and Helena's location as state capital.

Institutional Baseline: Where do you begin as you seek to move your campus forward?

1. Describe the existing engagement infrastructure on your campus. How do you already support community engagement? How is your college or university serving as an anchor institution in the community?
 - a. The Hunthausen Center for Peace and Justice serves as the main resource for faculty who wish to include service-learning in their teaching. It also serves as a resource for students seeking volunteer opportunities in the Helena community as well as for community partners seeking volunteers.
2. How are the five Action Statement commitments currently being addressed on your campus?
 - a. The Hunthausen Center for Peace and Justice provides annual service-learning training for small groups of faculty each fall. It has also produced a service-learning handbook and a web page of resources for faculty.
3. What existing data do you have that may allow you to create benchmarks in relation to the five commitments?
 - a. We try to collect data on volunteer hours through events planned by the Hunthausen Center for Peace and Justice. We also have an online Google Form that individuals that complete to record their own service hours. Finally, we solicit data from faculty members who employ service of some sort (e.g., community service or service-learning) in their classes. However, this data reporting is entirely voluntary.

Campus Team: Who are the right people to define bold vision and drive institutional change?

1. Who will be on your team? What positions this group to see the big picture at the institution and in the community? What gives your team the necessary perspective, persistence, and power to make lasting change?
 - a. The Hunthausen Center is staffed by a director (the Dean of Mission Integration and Effectiveness) and three student workers. Whether or not there should be a team beyond this structure is a matter that we will have to explore. As a small

institution, Carroll College already has a large number of institutional and ad-hoc committees. Currently there is no institutional infrastructure that requires engaged learning practices as part of a Carroll student experience, although many across campus employ these pedagogies. Additionally, our Core Curriculum is currently being revised with the possibility of introducing an engaged learning component. Planned implementation of this new curriculum is fall 2018. If this new curriculum is approved, then it may serve as an impetus for engaged learning to fall under the supervision of an existing committee (Curriculum) or for the formation of a new committee from across the campus. Given the role of internships, the latter is more likely.

2. What are the expectations of team members and of the team as a whole? How will the team ensure that voices beyond those included on the team are heard?
 - a. Presuming the outcome in #1, the team will feature faculty, staff, and students to ensure that a variety of voices are included. We would probably include representatives from community partners. Members would comprise an Engaged Learning Committee (if supervision of these efforts does not fall under the Curriculum Committee) with responsibility of crafting the criteria for an engaged learning classification for certain classes and co-curricular learning experiences and providing an annual report.
3. Is the team inclusive of the variety of stakeholders involved in an aligned approach, including senior administrator, academic affairs leaders, engagement leaders, engaged faculty, students, key community leaders, institutional research, admissions, human resources, financial aid, purchasing, real estate, etc.?
 - a. See the answer to #2.

Timeline and Accountability:

1. What is the overall timeframe to build the plan? How long will it take to build capacity you need, reform systems and policies, and deepen the campus culture of engagement?
 - a. Presuming that our new Core Curriculum begins fall 2018, then an Engaged Learning Committee would correspond with its implementation.
2. When will key plan steps take place?
 - a. Beginning fall 2018
3. Who is responsible for each element of the plan?
 - a. The plan will be developed by the Engaged Learning Committee, chaired by the Dean of Mission Integration and Effectiveness, under the supervision of the Senior Vice President for Academic Affairs.
4. What reporting mechanism will allow for ongoing plan monitoring? Who is responsible for monitoring plan progress?
 - a. Plan progress will be monitored by the committee who will provide a report at the end of each academic year to the Senior Vice President of Academic Affairs.

Outcomes: How will you put the action statement commitments into practices?

1. How are these outcomes tied specifically to the five commitments in the Action Statement?
 - a. A commitment to engaged pedagogy which is manifest in the Core Curriculum in partnership with co-curricular programming will provide a campus-wide impetus for faculty and staff to evaluate how they contribute to this campus-wide commitment. It will also strengthen Carroll College's dedication to committing "its spiritual, academic, and social resources to the service of the citizens of [Helena and] Montana" (Carroll College Mission Statement). Through the Engaged Learning Committee Carroll College will also collect information about the work that has already started employing research in service to the greater good of the community such as Math in the Mountains which teaches students to use math for this very purpose.
2. Describe the performance measures and indicators tied to the outcomes. How can progress be measured over time?
 - a. It will be the work of the Engaged Learning Committee (or other committee) to set performance measures and indicators tied to outcomes. Some of these will be quantitative (e.g., numbers of hours), but others will be qualitative. A good venue to survey qualitative outcomes will be Carroll College's annual Student Undergraduate Research Festival (SURF) each April. Information from student research and work that support these outcomes will be gathered.
3. How will these actions change your institution? How will medium-term changes contribute to lasting change for students and communities? Key elements to address here are:
 - a. Sustainable capacity development: How will you increase the capacity of your faculty, staff, and students to engage effectively with communities beyond the campus? How will you build your institution's capacity to support partnerships?
 - i. It is an institutional commitment to engaged learning that will make the differences. To date, the Hunthausen Center for Peace and Justice provides support in service-learning pedagogy. Another office provides internship support. Another office manages student activities. An Engaged Learning Committee within the context of a new Core Curriculum will provide a framework for more collaborative work among these offices to gather and solicit information about the work of faculty, staff, and students.
 - b. Culture: How will you create a culture in which all units expect to advance public goods through their work? How will you spur a campus-wide conversation about the public purposes of the whole institution? For example, how will you create an environment in which your purchasing and HR departments consider whether their efforts can reinforce relationships built through teaching and research partnerships?
 - i. By making sure that the necessary voices are represented on an Engaged Learning Committee. All of the work undertaken by the Director of the Hunthausen Center for Peace and Justice proceeds by seeking

consensus among campus constituents whose work intersects with any given topic of initiative. Developing a campus culture aligned with the commitments of the action statement will need to undergo the same process.

- c. Policy and systems: How will you advance progress in policy areas such as tenure, promotion, and faculty rewards; staff evaluation and rewards; curricular change; admissions and financial aid; employment, purchasing, and real estate decisions; and community voice and participation?
 - i. Each of these would have to be approached through different avenues. All policy with regard to the faculty occurs through the Faculty Assembly. Campus wide policies are submitted to the President's cabinet for review and recommendation to the President. With regard to employment, Carroll College will soon be changing the language on its Human Resources page to articulate the institution's core values for prospective employees. One of these values is a "commitment to the common good of the local community and beyond, especially the poor and marginalized.