

**The University of Findlay**  
**Civic Action Plan**  
**11/1/17**

**Vision/Mission**

The University of Findlay reaffirms our commitment to the public good of our local, national, and global communities. We seek a cohesive approach to both community and civic engagement. We desire to form and re-form mutually-beneficial, respectful partnerships with our community partners. By signing the Thirtieth Anniversary Action Statement of Presidents and Chancellors, President Katherine Fell and our campus subscribe to these five 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.

With one collective voice, we at The University of Findlay pledge to create, innovate, continue, and deepen our civic and community engagement.

**Approach**

The University of Findlay's approach to the Civic Action Plan was developed by a diverse team comprised of: administration representing both academic affairs and student affairs, faculty members who have taught with the pedagogy of academic service-learning, staff members representing residence life, career and professional development, civic engagement, intercultural student services, and service and community engagement, students involved in various service organizations and majors, and an alumnae who works at a local community partner. For a list of these committee members, please see appendix A.

These key stakeholders were identified and asked to participate in this process because of each person's breadth and depth of experience. Two in-person strategic planning sessions were held in order to gain an institutional baseline in regards to the five commitments in the Thirtieth Anniversary Action Statement of Presidents and Chancellors by National Campus Compact (Appendix B) and the Social Change Wheel by Minnesota Campus Compact (Appendix C). As we progressed through this process, we noted that many of our programs fit into more than one of the five commitments and also more than one of the social change wheel areas. Additionally,

The University of Findlay has many varied approaches, but there is not a collective database or institution-wide repository of what is currently happening. Please see Appendix D for the Institutional Baseline developed in Spring 2017. Participants were then asked to identify ideas for growth opportunities among UF's community engagement and civic engagement. At our final in-person meeting, four action plan ideas were chosen. After an electronic review by the committee, the plan was discussed, edited, and approved by the cabinet and Dr. Katherine Fell, President.

### **Outcomes, Timeline, and Accountability**

Four action items were decided upon. They are:

- Expand the University of Findlay Diversity Initiative
- Adopt a year-long campus-wide engagement theme
- Bolster campus-wide environmental initiatives
- Encourage student personal responsibility

We believe that these four action items align with The University of Findlay's mission statement to equip our students for meaningful lives and productive careers. Additionally, these items align with our campus' strategic goals, especially: develop the whole student through individual attention, embrace professional, cultural and intellectual diversity, excel at teaching, and provide experiential learning in every program.

Please see the attached chart (Appendix E) for outcomes, activities, suggested responsible parties, measures, and timelines.

### **Communication**

We intend for our plan to be adopted campus-wide and community-wide and to bring collaborative efforts together to infuse change in our campus and communities. We will communicate our plan by sharing our common language and goals about civic and community engagement. We will engage our many, diverse constituencies and welcome them to join us. We seek to focus our institution's work, service, and life on building partnerships and collaborations.

Appendix A  
UF Civic Action Plan  
Committee Members

Administration:

Dave Emsweller, Vice President, Student Affairs

Dr. Darin Fields, Vice President, Academic Affairs

Dr. Chris Sippel, Associate Vice President, International, Intercultural, and Service Engagement

Faculty:

Dr. Tim Burkart, Assistant Professor of Pharmacy Practice & Assistant Director of Experiential Education

Dr. Megan Adams, Assistant Professor of Communication

Staff:

Tricia Valasek, Grants Manager, Center for Civic Engagement

Brad Hammer, Director, Center for Career & Professional Development

Johnathan Ferraro, Director of Residence Life

Dr. Robert Braylock, Director, Intercultural Student Services

Crystal Weitz, Director, Service and Community Engagement

Students/Community Partners:

Katie Ahrns, Student, Senior, Animal Science Major

Nicole Cover, Student, Junior, Social Work Major

Sierra Hutton, Alumna, Volunteer Coordinator at Hope House



## **THIRTIETH ANNIVERSARY ACTION STATEMENT OF PRESIDENTS AND CHANCELLORS**

In the mid-1980s, a group of higher education leaders came together based on a shared concern about the future of American democracy. Motivated by their conviction that amidst the pressures toward personal acquisition and personal advancement, their students were not learning to think, speak, and act in the service of the public good, they resolved that higher education must reclaim its historic mission of preparing the next generation of citizens to achieve public goals and solve public problems.

This group—a handful at first, and more than one hundred within a year—decided to take action. They became the founders of Campus Compact. Their chosen language—a *compact*—signified a commitment to each other to work together to advance the public purposes of higher education on their campuses, in their communities, and across the country. It also signified a commitment to honor the longstanding compact between higher education and the public.

That initial commitment catalyzed a movement that has changed the landscape of higher education. Nearly 1100 institutions now belong to Campus Compact, which has grown to include a network of state and regional Compacts and has become a key element of a global movement for the public purposes of higher education. Campus Compact helped build a national network of engaged faculty and staff and a vast trove of research-based and experiential knowledge about how to educate students for democracy and build community partnerships for positive change. Because of the work undertaken through Campus Compact and a growing group of allies, what was once a novel and marginal idea—that college students should engage in sustained community-based experiences to develop their capacities as local and global citizens—is now in the mainstream of higher education.

In an effort to build from student engagement to deeper institutional change and community impact, Campus Compact in 1999 promulgated the Presidents' Declaration on the Civic Responsibility of Higher Education, a statement calling for renewed action to magnify the impact of campus engagement. Evidence of the power of the Presidents' Declaration abounds: the emergence of civic engagement centers whose leaders have claimed a voice in higher education; the centrality of community engagement in campus strategic plans; countless innovative partnerships producing positive educational, health, environmental, and economic outcomes for communities; and the creation of the Carnegie Classification for Community Engagement, the first mechanism for certifying an institution's substantive commitment to engagement.

These successes warrant celebration. They represent advancement of the public ends that are the very reason colleges and universities are brought into existence. Nonetheless, even as colleges and universities have deepened our commitment to the public and democratic ideals at the heart of Campus Compact, the challenges around us have grown. We have seen a decline in the culture and practice of democracy, as evidenced by the polarization of our political discourse and institutions. And we have witnessed a rapid increase in economic inequality, exacerbating America's persistent racial divide and eroding the capacity of higher education to play its historic role of enabling social mobility.

We therefore face a choice: We can conclude that the challenges are too great and scale back our ambitions for the public and democratic value of higher education, or we can redouble our efforts with a renewed commitment to preparing students for democratic citizenship, building partnerships for change, and reinvigorating higher education for the public good.

Recognizing the special responsibilities of presidents and chancellors in a democracy, we choose the latter course. We choose to articulate the public purposes of the institutions we lead. We choose to deepen the work of our campuses by ensuring that our teaching, research, and institutional actions contribute to the public good. And we choose to work together to accelerate the pace of change commensurate with the local, national, and global challenges we face. For while we compete for students, for funding, and for victories on the athletic field, when we act in the civic realm we act in concert, speaking with one voice to make the case for the contribution of higher education to the public good.

To advance the public purposes of higher education, we affirm the following statements, which characterize our current commitments and name the ideals toward which we will work with renewed dedication, focus, and vigor.

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.

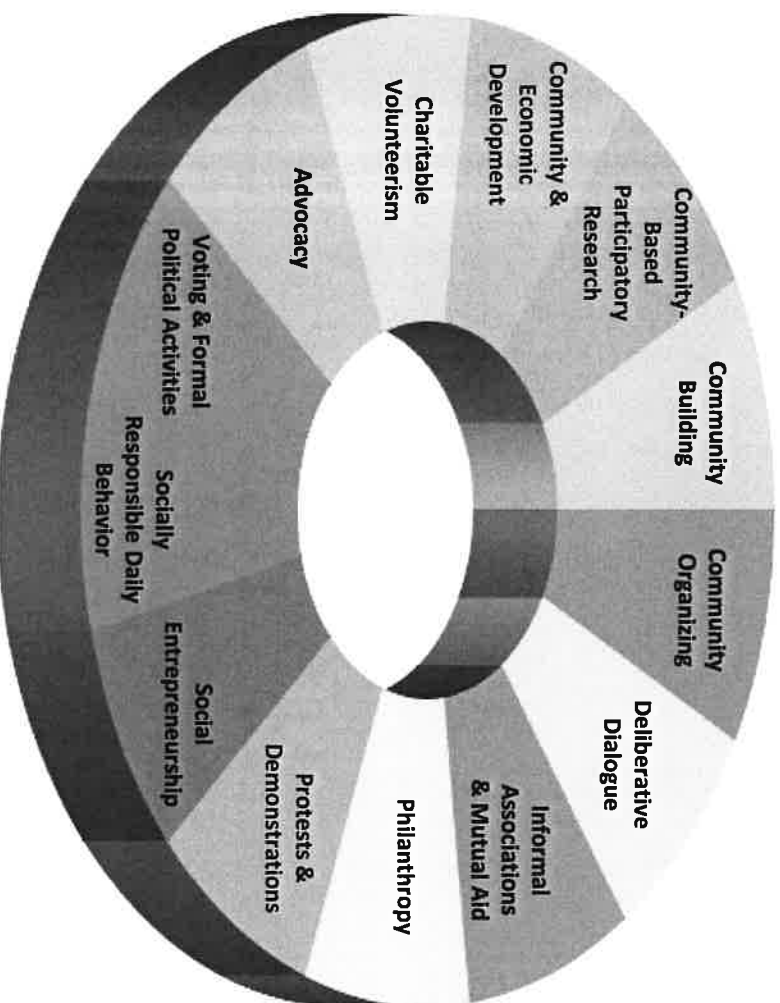
We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.

These are commitments we make to each other with a recognition that our goals for a thriving and sustainable democracy cannot be achieved if we act alone—and that they cannot be denied if we act together. Our success over the last thirty years gives us confidence that we can build a world in which all students are prepared for lives of engaged citizenship, all campuses are engaged in strong partnerships advancing community goals, and all of higher education is recognized as an essential building block of a just, equitable, and sustainable future.

In affirming these statements, each of us makes a commitment to develop a Campus Civic Action Plan within one year after March 20, 2016, or the date thereafter on which we become signatories. Our Civic Action Plans will state the actions our campuses will take as we move forward with a renewed sense of urgency, along with the impacts we expect to achieve. Our Civic Action Plans will be shared publicly, as will our assessments of the progress we are making in achieving the goals stated in the Plans.

# SOCIAL CHANGE WHEEL

Citizens work to achieve their goals in multiple ways, taking into consideration their own skills and interests, other related efforts, and strategies that seem most likely to achieve the desired change.



**Advocacy** - supporting an idea or cause through public and private communications – includes the collection of evidence to support one's position

**Charitable Volunteerism** – addressing immediate needs – most often through social service agencies, churches or schools

**Community & Economic Development** – acting to provide economic opportunities and improve social conditions in a sustainable way

**Community-Based Participatory Research** - conducting research in partnership between traditionally trained researchers and members of a community with an intention to benefit the community

**Community-Building** - strengthening through interpersonal connections, the capacity of local residents and associations to identify priorities and opportunities to work individually and collectively

**Community Organizing** - bringing people together to act in their shared self-interest

**Deliberative Dialogue** - public interaction in which groups exchange and weigh ideas and opinions about a particular issue

**Informal Associations & Mutual Aid** - unpaid, collaborative work or sharing of resources by citizens with a common passion and vision to improve their collective quality of life

**Philanthropy** – Donating money to increase the well-being of humankind

**Protests & Demonstrations** - visible, non-violent public disagreement with a situation or policy

**Social Entrepreneurship** - using entrepreneurial principles to organize, create, and manage a venture to make social change

**Socially Responsible Daily Behavior** - acting on your values, doing what is right, as opposed to what is easy, in one's personal and professional life

**Voting & Formal Political Activities** - voting, running for public office, participating in a campaign



# **The University of Findlay Institutional Baseline Spring 2017**

## **Sorted by the Five Commitments:**

**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.**

**1A)** Step-up Trainings (bystander intervention). Social Change Wheel Area(s): Socially responsible daily behavior

**1B)** UF United Way Campaign. Social Change Wheel Area(s): Philanthropy

**1C)** Oilers Serving Abroad. Social Change Wheel Area(s): Community and economic development, Community-building, Community organizing, Philanthropy, Charitable volunteerism

**1D)** Freshmen Orientation Service Project. Social Change Wheel Area(s): Community organizing, Community-building.

**1E)** Ohio Farm Stories (production stage) - partnership with the Hancock County Historical Society. Collecting and digitally archiving the stories of century farmers. Social Change Wheel Area(s): Community-based participatory research, Community-building, Deliberative dialogue. (Also listed in Commitment 2.)

**1F)** First-year service projects, senior project, Habitat for Humanity Global Village. Social Change Wheel Area(s): Charitable volunteerism.

**1G)** Habitat for Humanity, Oilers Serving Abroad, Service Ambassadors, Reaching Out Digging Deep, etc. Social Change Wheel Area(s): Community-building, Community organizing.

**1H)** Social Work, SAFY Foster care babysitting. Social Change Wheel Area(s): Community-building, mutual aid.

**1I)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society. Social Change Wheel Area(s): Community and economic development, Community-based participatory research, Community-building, and Deliberative dialogue. (Also listed in Commitment 2 and 3.)

**1J)** Buford Center for Diversity and Service and the partnership with the Black Heritage Library and Multicultural Center, The Office of Service and Community Engagement and the local organizations it works with, and the College of Business and Marketing Club - extreme marketing makeover. Social Change Wheel Area(s): Community-building, Community Organizing

**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.**

**2A)** Ohio Farm Stories (production stage) - partnership with the Hancock County Historical Society. Collecting and digitally archiving the stories of century farmers. Social Change Wheel Area(s): Community-based participatory research, Community-building, Deliberative dialogue. (Also listed in Commitment 1.)

**2B)** Findlay Floods Interactive Website (created by Sarah Stubbs and students in partnership with the Hancock Historical Society. Contextualizing the issue.) Social Change Wheel Area(s): Deliberative dialogue. Community-building.

**2C)** 30-hour Pharmacy requirement. Social Change Wheel Area(s): Charitable volunteerism.

**2D)** Campus educational programming, Student organization programming, OC3 (Oilers Changing Campus Culture). Social Change Wheel Area(s): Socially responsible daily behavior.

**2E)** Day of service, other community service activities. Social Change Wheel Area(s): Community-building, Charitable volunteerism.

**2F)** Buford Dialogues, Propel Ohio: Collegiate Leadership Summit, The Progression of Slavery from Past to Present: A Cultural & Social Justice Exploration. Social Change Wheel Area(s): Advocacy, Deliberative dialogue, Community organizing.

**2G)** Resident Assistant led service programs with various local organizations. Social Change Wheel Area(s): Charitable volunteerism.

**2H)** Graduating class philanthropy cord. Social Change Wheel Area(s): Philanthropy.

**2I)** Oiler Enterprises Innovation Competition. Social Change Wheel Area(s): Social entrepreneurship.

**2J)** Public Relations students are building sustainable relationships with non-profit partners to create campaigns, materials, etc. Social Change Wheel Area(s): Charitable volunteerism.

**2K)** Philanthropy cord (giving to UF only). Social Change Wheel Area(s): Philanthropy.

**2L)** Black Student Union meetings, SGA, College Republicans and Democrats programs (around voting). Social Change Wheel Area(s): Deliberative dialogue, advocacy

**2M)** Greek Life canned food drive. Social Change Wheel Area(s): Community organizing, Informal Associations and Mutual Aid, Philanthropy.

**2N)** Pharmacy Legislative Day and Student Government Association election programs. Social Change Wheel Area(s): Advocacy, Voting and Formal Political Activities.

**2O)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society. Social Change Wheel Area(s): Community and economic development, Community-based participatory research, Community-building, and Deliberative dialogue. (Also listed in Commitment 1 and 3.)

**2P)** Habitat for Humanity (local) and Habitat for Humanity Global Village. Social Change Wheel Area(s):



**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.**

**3A)** Fac/staff and student service on community boards & agencies. Social Change Wheel Area(s): Charitable volunteerism.

**3B)**

**3C)** Pharmacy academic service-learning (P4 and P5 years). Social Change Wheel Area(s): Deliberative dialogue, Charitable volunteerism, Community-building, Informal associations and mutual aid.

**3D)** Relay for Life, Dance Marathon, Oilers Serving Abroad, Helping Hands Across America, Mobile food pantry. Social Change Wheel Area(s): Charitable volunteerism.

**3E)** SGA (Student Government Association) running voter registration and Republicans Club. Social Change Wheel Area(s): Voting and Formal Political Activities.

**3F)** Medicine Therapy Management (College of Pharmacy). Social Change Wheel Area(s): Advocacy and Informal associations and mutual aid.

**3G)** Prescription drug collection (College of Pharmacy). Social Change Wheel Area(s): Socially responsible daily behavior and Informal associations and mutual aid.

**3H)** ADAMHS Board and work on drug dependency (College of Health Professions). Social Change Wheel Area(s): Community-building and Advocacy.

**3I)** Funday Sunday and College of Education Childhood Literacy Programs. Social Change Wheel Area(s): Community-building.

**3J)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society. Social Change Wheel Area(s): Community and economic development, Community-based participatory research, Community-building, and Deliberative dialogue. (Also listed in Commitment 1 and 2.)

**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.**

**4A)** Participation in local workforce coalition. Social Change Wheel Area(s): Community and economic development.

**4B)** Agriculture and oral histories led by Chris Denecker in collaboration with the Hancock Historical Museum. Social Change Wheel Area(s): Deliberative dialogue.

**4C)** Interculturalization (Hiro's work and Mazza). Social Change Wheel Area(s): Community-building.

**4D)** Enactus (when it was active) helping businesses start up and empower women in the workforce. Social Change Wheel Area(s): Social entrepreneurship.

**4E)** Some academic courses, but few may categorize as research-focused (Health Professions best). Social Change Wheel Area(s): Community-based participatory research.

**4F)** Buford Dialogue Series. Social Change Wheel Area(s): Deliberative dialogue.

**4G)** OT and Getting Ahead through Hope House's Bridges Out of Poverty Program (unsure if still happening.). Social Change Wheel Area(s): Community-building and Community and economic development.

**4H)** Hunger simulation. Social Change Wheel Area(s): Advocacy and Community-building.

**4I)** Social Work Advocacy Day. Social Change Wheel Area(s): Voting and formal political activities, Socially responsible daily behavior, and Deliberative dialogue.

**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.**

**5A)** Center for Civic Engagement establishing to connect campus with community needs. Social Change Wheel Area(s): Community organizing and Community and economic development.

**5B)** Master's degree in Rhetoric and Writing research with Hancock Historical Museum. Social Change Wheel Area(s): Community-based participatory research.

**5C)** Orientation Service Project, Graduating Class Service Day, and potential tie with new multi-year experience discussions. Social Change Wheel Area(s): Charitable volunteerism, Philanthropy, Community-building, and Informal associations and mutual aid.

**5D)** Advancement/Senior Gift Philanthropy Cord. Social Change Wheel Area(s): Philanthropy.

**5E)** Joint resident assistant training with Area 6 schools. Social Change Wheel Area(s): Informal associations and mutual aid.

**5F)** Relay for Life, Dance Marathon, and other programs that contribute to a larger cause

*\*Note: The items are listed A, B, C, etc. in no particular order. They are meant to be an identifier as we discuss the items.*

## Sorted by the Social Change Wheel Areas:

### **Advocacy**

- 2F)** Buford Dialogues and The Progression of Slavery from Past to Present.
- 2N)** Pharmacy Legislative Day and Student Government Association election programs.
- 3F)** Medicine Therapy Management (College of Pharmacy).
- 3H)** ADAMHS Board and work on drug dependency (College of Health Professions).
- 4H)** Hunger simulation.

### **Charitable Volunteerism**

- 1C)** Oilers Serving Abroad.
- 1F)** First-year service projects, senior project, Habitat for Humanity Global Village.
- 2C)** 30-hour Pharmacy requirement.
- 2E)** Day of service, other community service activities.
- 2G)** Resident Assistant led service programs with various local organizations.
- 2J)** Public Relations students are building sustainable relationships with non-profit partners to create campaigns, materials, etc.
- 3A)** Fac/staff and student service on community boards & agencies.
- 3C)** Pharmacy academic service-learning (P4 and P5 years).
- 3D)** Relay for Life, Dance Marathon, Oilers Serving Abroad, Helping Hands Across America, Mobile food pantry.
- 5C)** Orientation Service Project, Graduating Class Service Day, and potential tie with new multi-year experience discussions.

### **Community & Economic Development**

- 1C)** Oilers Serving Abroad.
- 1I)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.
- 2O)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.
- 3J)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.
- 4A)** Participation in local workforce coalition.
- 4G)** OT and Getting Ahead through Hope House's Bridges Out of Poverty Program (unsure if still happening.).
- 5A)** Center for Civic Engagement establishing to connect campus with community needs.

### **Community-Based Participatory Research**

- 1E)** Ohio Farm Stories
- 1I)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.
- 2A)** Ohio Farm Stories

**2O)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.

**3J)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.

**4E)** Some academic courses, but few may categorize as research-focused (Health Professions best).

**5B)** Master's degree in Rhetoric and Writing research with Hancock Historical Museum.

### **Community-Building**

**1C)** Oilers Serving Abroad.

**1D)** Freshmen Orientation Service Project.

**1E)** Ohio Farm Stories

**1G)** Habitat for Humanity, Oilers Serving Abroad, Service Ambassadors, Reaching Out Digging Deep, etc.

**1H)** Social Work, SAFY Foster care babysitting.

**1I)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.

**1J)** Buford Center for Diversity and Service and the partnership with the Black Heritage Library and Multicultural Center, The Office of Service and Community Engagement and the local organizations it works with, and the College of Business and Marketing Club - extreme marketing makeover.

**2A)** Ohio Farm Stories

**2B)** Findlay Floods Interactive Website

**2E)** Day of service, other community service activities.

**2O)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.

**3C)** Pharmacy academic service-learning (P4 and P5 years).

**3H)** ADAMHS Board and work on drug dependency (College of Health Professions).

**3I)** Funday Sunday and College of Education Childhood Literacy Programs.

**3J)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.

**4C)** Interculturalization (Hiro's work and Mazza).

**4G)** OT and Getting Ahead through Hope House's Bridges Out of Poverty Program (unsure if still happening.).

**4H)** Hunger simulation.

**5C)** Orientation Service Project, Graduating Class Service Day, and potential tie with new multi-year experience discussions.

### **Community Organizing**

**1C)** Oilers Serving Abroad.

**1D)** Freshmen Orientation Service Project.

**1G)** Habitat for Humanity, Oilers Serving Abroad, Service Ambassadors, Reaching Out Digging Deep, etc.

**1J)** Buford Center for Diversity and Service and the partnership with the Black Heritage Library and Multicultural Center, The Office of Service and Community Engagement and the local organizations it works with, and the College of Business and Marketing Club - extreme marketing makeover.

**2F)** Buford Dialogues and The Progression of Slavery from Past to Present.

**2M)** Greek Life canned food drive.

**5A)** Center for Civic Engagement establishing to connect campus with community needs.

### **Deliberative Dialogue**

**1E)** Ohio Farm Stories

**1I)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.

**2A)** Ohio Farm Stories

**2B)** Findlay Floods Interactive Website

**2F)** Buford Dialogues and The Progression of Slavery from Past to Present.

**2L)** Buford Dialogue, Black Student Union meetings, College Republicans and Democrats programs.

**2O)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.

**3C)** Pharmacy academic service-learning (P4 and P5 years).

**3J)** Center for Storytelling & Participatory Media (development early stage) and community partnership with Hancock Historical Society.

**4B)** Agriculture and oral histories led by Chris Denecker in collaboration with the Hancock Historical Museum.

**4F)** Buford Dialogue Series.

**4I)** Social Work Advocacy Day.

### **Informal Associations & Mutual Aid**

**1H)** Social Work, SAFY Foster care babysitting.

**2M)** Greek Life canned food drive.

**3C)** Pharmacy academic service-learning (P4 and P5 years).

**3F)** Medicine Therapy Management (College of Pharmacy).

**3G)** Prescription drug collection (College of Pharmacy).

**5C)** Orientation Service Project, Graduating Class Service Day, and potential tie with new multi-year experience discussions.

**5E)** Joint resident assistant training with Area 6 schools.

### **Philanthropy**

**1B)** UF United Way Campaign.

**1C)** Oilers Serving Abroad.

**2H)** Graduating class philanthropy cord.

**2K)** Philanthropy cord (giving to UF only).

**2M)** Greek Life canned food drive.

**5C)** Orientation Service Project, Graduating Class Service Day, and potential tie with new multi-year experience discussions.

**5D)** Advancement/Senior Gift Philanthropy Cord.

### **Protests & Demonstrations**

#### **Social Entrepreneurship**

**2I)** Oiler Enterprises Innovation Competition.

**4D)** Enactus (when it was active) helping businesses start up and empower women in the workforce.

#### **Socially Responsible Daily Behavior**

**1A)** Step-up Trainings (bystander intervention)

**2D)** Campus educational programming, Student organization programming, OC3 (Oilers Changing Campus Culture).

**3G)** Prescription drug collection (College of Pharmacy).

**4I)** Social Work Advocacy Day.

#### **Voting & Formal Political Activities**

**2N)** Pharmacy Legislative Day and Student Government Association election programs.

**3E)** SGA (Student Government Association) running voter registration and Republicans Club.

**4I)** Social Work Advocacy Day.

## The University of Findlay's Civic Action Plan

### Objective 1: Bolster the University of Findlay Diversity Initiative (UFDI)

<b>Tasks/Activities</b>	<b>Which of the Five Commitments?</b>	<b>Where does it land on the Social Change Wheel?</b>	<b>Type of Change (Ex. Campus culture, System-wide/policy, or sustainable capacity development)</b>
Expand the Buford Dialogue Series	2, 4, 5	Advocacy, Deliberative Dialogue	Campus culture
Recruit and Retain Diverse Individuals	4, 5	Community & Economic Development	System-wide and campus culture
Expand the Intitution's Advocacy	1, 4, 5	Advocacy, Community & Economic Development, Community-Building	System-wide and campus culture



<b>Deadline</b>	<b>Required Resources</b>	<b>Who Will Lead/Coordinate</b>	<b>Others with useful expertise</b>
End of Spring 2018 semester	Money for hospitality, faculty and staff prompting students to attend and participate	Intercultural Student Services	UFDI Diversity Programming Committee
Ongoing	Financial, administration advocacy	UFDI Recruitment and Retention Committee	Determined by the committee
Ongoing	Financial, administration advocacy	UFDI Institutional Approach/Advocacy Committee	Determined by the committee

<b>External support needed</b>	<b>Measure/Indicator</b>
UF faculty, staff, and administration attending and encouraging students to attend	# of sessions, # of participants, participant surveys
Determined by the committee	Increase in recruitment and retention
Determined by the committee	Visible signs of the university's commitment to diversity

<b>Objective 2: Adopt a year-long campus-wide engagement theme</b>			
<b>Tasks/Activities</b>	<b>Which of the Five Commitments?</b>	<b>Where does it land on the Social Change Wheel?</b>	<b>Type of Change (Ex. Campus culture, System-wide/policy, or sustainable capacity)</b>
Define an area of change to focus on	1, 2, 3, 4	Community-Building, Community Organizing	Sustainable capacity development
Communicate theme to campus and community constituencies	1, 3, 5	Advocacy, Community-Building, Community Organizing	Campus culture
Design academic service-learning curricula around the theme	1, 3, 4	Advocacy, Community & Economic Development	Campus culture
Encourage the design of volunteer opportunities around the theme	1, 2, 3	Charitable Volunteerism, Deliberative Dialogue	Sustainable capacity development

Deadline	Required Resources	Who Will Lead/Coordinate	Others with useful expertise
	Information from the local Collective Impact Committees (food security; literacy; transportation; housing; health; workforce development and financial security; and safety, abuse, & security)	Civic Action Plan committee, Center for Civic Engagement, Center for Service and Community Engagement	Community members
April and May 2018	Marketing (plan developed in summer 2018), Communication, Presentations	Center for Civic Engagement, Center for Service and Community Engagement	Community members
August-September 2018	Funding for projects, recognition for faculty who teach with this method (for example, in tenure and promotion discussions)	Academic Affairs, Center for Service and Community Engagement	Community members
September 2018-April 2019	Funding for projects	Student organizations, Housing and Residence Life, Center for Civic Engagement	Community members

External support needed	Measure/Indicator
Reports from Collective Impact Committees	Theme identified for 2018-2019 academic year
Reports from Collective Impact Committees	Campus constituencies can identify the theme
Reports from Collective Impact Committees	Four courses across campus in 2018-2019 will adopt this theme
Reports from Collective Impact Committees	Ten volunteer projects in 2018-2019 will center on this theme

Objective 3: Bolster campus-wide environmental initiatives			
Tasks/Activities	Which of the Five Commitments?	Where does it land on the Social Change Wheel?	Type of Change (Ex. Campus culture, System-wide/policy, or sustainable capacity development)
Administer quiz on personal environmental footprint	2, 3	Socially Responsible Daily Behavior	Campus culture
Data from quiz collated and follow up the quiz with specific ways to	2, 3	Socially Responsible Daily Behavior	Campus culture
Gather parties interested in sustainability together to determine the potential for collaboration	1, 3	Community Organizing, Informal Associations & Mutual Aid	Sustainable capacity development

		Who Will Lead/Coordinate	Others with useful expertise
Deadline	Required Resources		
August - December 2018	Group to administer the survey	Findlay Green Campus Initiative, students in Sustainability Minor, UF Sustainability Committee)	Environmental, Safety, and Occupational Health Department
January - April 2019	Intern(s) or class	Students in Sustainability Minor	Environmental, Safety, and Occupational Health Department
		Invite - UF Sustainability Committee, Findlay Green Campus Initiative, ESOH, Hancock Park District, Findlay Shade Tree Commission, College of Science professors, students	
Fall 2017 semester	Convening group		Strategic planning consultant

<b>External support needed</b>	<b>Measure/Indicator</b>
	Survey administered and data collected
Information Technology Services	Follow-up survey in Fall 2019 to measure change in behavior
	Larger group meets and determines one collaborative project (could be the survey mentioned above)



**Objective 4: Encourage student personal responsibility**

				Type of Change (Ex. Campus culture, System-wide/policy, or sustainable capacity development)
<b>Tasks/Activities</b>	<b>Which of the Five Commitments?</b>	<b>Where does it land on the Social Change Wheel?</b>		
Step Up! Trainings across campus	3, 5	Socially Responsible Daily Behavior		Campus culture
Coordinated effort across campus for advocacy days	1, 4, 5	Advocacy, Community & Economic Development, Voting & Formal Political Activities		Sustainable capacity development
Student attendance and presentations at conferences and transfer of knowledge upon return to UF	4, 5	Deliberative Dialogue, Socially Responsible Daily Behavior		System-wide/policy
Students "raising their voice" about campus and community concerns	2, 5	Community Organizing, Advocacy, Protests & Demonstrations		Campus culture

<b>Deadline</b>		<b>Required Resources</b>	<b>Who Will Lead/Coordinate</b>	<b>Others with useful expertise</b>
Ongoing		Training developed and updated Reporting mechanism of when the days are and who goes, financial support for traveling and meeting with representatives	Student Affiars, Faculty/Staff members, Diverse groups	
As they happen		Funding for student professional development (for conferences tied to their field of study and other conferences, too), release time from class for conference attendance	Various colleges and student organizations	Student Government Association
2018-2019 academic year		Marketing campaign about existing channels for students to raise their voice	Any student	Student Academic Funding Committee
Fall 2017			Student Affairs	

<b>External support needed</b>	<b>Measure/Indicator</b>
Funding for training	One-fourth of the campus population is trained by December 2017
	List of groups/students who visited officials during the 2017-2018 academic year
	Ten students will share their knowledge learned upon return to campus
	Students displaying knowledge about avenues to bring concerns