

ATU Campus Compact:

CIVIC ACTION PLAN / 2018



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EXECUTIVE SUMMARY

This action plan creates outcomes aimed at each Campus Compact 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.**

CREATE A SUPPORT STRUCTURE.

- ✓ Advisory board
- ✓ College liaisons
- ✓ Training opportunities
- ✓ Mini grants
- ✓ Marketing plan

- #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 CULTURE OF COMMUNITY ENGAGEMENT.

- ✓ Marketing plan
- ✓ Community engagement certificate
- ✓ Annual Community Engagement Symposium
- ✓ Community Engagement Living Learning Center
- ✓ Interdisciplinary Project Based Learning courses

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

ESTABLISH ATU AS COMMUNITY PARTNER.

- ✓ Community partnerships
- ✓ Community members on advisory board

- ✓ Annual Community Engagement Symposium
- ✓ Annual Community Engagement Appreciation Luncheon
- ✓ Encourage ATU staff and faculty to serve in community

- #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.**

CREATE TARGETED COMMUNITY ENGAGEMENT OPPORTUNITIES.

- ✓ Partnerships with specific groups addressing social and economic inequalities
- ✓ Partnerships with specific faculty, staff, and programs addressing social and economic inequalities

- #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.**

DEMONSTRATE A CLEAR MESSAGE.

- ✓ Marketing plan
- ✓ Create a support system for community engagement initiatives
- ✓ Develop Community Engagement Symposium
- ✓ Carnegie Classification

PLAN RATIONALE

“By its very definition, civic responsibility means taking a healthy role in the life of one’s community.

That means that classroom lessons should be complemented by work outside the classroom.”

-Senator John Glenn, “The Benefits of Service-Learning,” Harvard Education Letter (2001)

Arkansas Tech University (ATU) has a long and rich history of community engagement, one that includes such highlights as a Guinness Book of World Records bone marrow drive as well as a student driven food recovery program that averages saving 8 to 9 tons of food a year to feed the economically disadvantaged in the River Valley. ATU values such activities as opportunities that not only transform our students into engaged 21st century citizens, but develops them to be leaders in the communities they move onto after graduation. In fact, civic and community engagement emerged as a particular point of emphasis from ATU’s recent university-wide strategic planning process and culminated in the adoption of a new mission statement. Foremost, the fourth and final goal of our strategic plan establishes it as a university objective to “Increase ATU’s presence and effective participation in our cities, region, state, and the world.”¹ This resulted in the revision of our mission statement, which now reads “Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement.” The mission statement finishes with the call for ATU to produce “the betterment of Arkansas, the nation, and the world.”² Both statements demonstrate ATU has embraced the civic mission of schools—that the university is to promote the public good.

At Arkansas Tech University, community and civic engagement currently occurs in a variety of forms, including student groups through Campus Life, service-learning courses, internships, etc. However,

such activities are not coordinated. As one white paper (from the working group the University as a Public Institution) from the strategic plan recommended, ATU needs a center to facilitate, coordinate and support such activities.³ A taskforce has been created and funding has been allocated through the strategic planning process to develop a community engagement center. This Civic Action Plan is the product of this call for a community engagement center. This Civic Action Plan begins with an assessment of current community engagement practices across the university, then lays out a plan for the creation of a community engagement center and concludes with a timeline of the activities and initiatives the center will pursue over the next three years.

INSTITUTIONAL BASELINE

Arkansas Tech University is an anchor institution in the River Valley community, serving as one of the largest employers in the area and drawing in a valuable young population. In the adoption of the university’s 2016 strategic plan, Arkansas Tech University has made service and engagement in the community a key priority for the future. This plan includes emphasis on high impact learning experiences and community engagement, and calls for elevating the university’s role in the local and global community:

“Recognize, encourage and promote the use of co-curricular and high-impact educational practices (e.g., athletics, student research, student learning, internships, research, service learning, interdisciplinary project-based courses, study abroad, learning communities).

-Goal 1, Action Item 9

While the university has made a strong commitment to increasing community engagement for the future, Arkansas Tech University has a long history of engagement in the community. This is most evident in the courses, programs, student organizations, events, and faculty’s own personal involvement.

1 <https://www.atu.edu/strategicplanning/docs/strategicplan2016.pdf> (Italics added for emphasis).

2 <https://support.atu.edu/link/portal/16084/16101/Article/1182/The-new-mission-and-statement-for-Arkansas-Tech-University-and-the-new-vision-statement-for-Arkansas-Tech-University> (Italics added for emphasis).

3 <https://www.atu.edu/strategicplanning/docs/White%20Paper%20WG%20University%20as%20a%20Public%20Institution3.pdf>.

Courses - A number of courses are aimed at engaging students in the community. Faculty in the Business Department offer a course (Business Data Analytics) in which students work with the Arkansas Small Business & Technology Development Center to help companies in Arkansas to analyze their datasets to make better decisions and create competitive advantages. Hospitality students can take the Meetings and Convention Management course in which they plan and conduct a Career Opportunity Day bringing in professionals from the state and region for a departmental career fair. Then there are several courses that incorporate service learning hours and some that employ the \$100 Solution program.⁴

Programs - Arkansas Tech University also offers a number of programs designed to improve student engagement. The Campus Life office offers LEAD Academy and Alternative Spring Break. LEAD Academy is a leadership development program designed to “prepare students to take on leadership roles within the campus, community, and in their futures by discovering individual strengths and applying leadership techniques.”⁵ The Campus Life office also offers the Alternative Spring Break program giving students an opportunity to do volunteer work with different community agencies in another community. In addition, the Study Abroad program, organized by the English and Foreign Languages Department, offers students engagement in such countries as Germany, Spain, and Japan.

Student Organizations - Many of Arkansas Tech University’s student organizations include engagement opportunities. Because We Can is a student organization that has created a campus food pantry, as well as a food recovery program where students gather left over food from on-campus dining locations and disseminate to local shelters and food pantries.⁶

Events - There are numerous events hosted by faculty, academic departments, and the office of Campus Life that involve community engagement. These are sometimes one day events and others span a week, but all are aimed at engaging students. As examples, the English and Foreign Languages department offers events such as Hispanic Expo and Oktoberfest aimed at introducing students to other cultures. The Behavioral Sciences department hosts a World Food Day introducing students to foods from various cultures, as well as the Red Flag Campaign, a sexual assault and dating violence prevention program. The office of Campus Life hosts such events as Green & Gold Give Back and Action Days in which students are encouraged to give back to their community.

Faculty Involvement - The Arkansas Tech University community is also made up of faculty who are very involved in the community. Faculty serve on various boards and committees in the community. They volunteer their time in the hosting of events, fundraisers, and in providing their professional advice for projects and concerns in the community.

4 <https://www.the100dollarsolution.org/>

5 https://www.atu.edu/leadership_programs/lead_academy.php

6 <https://atu.campuslabs.com/engage/organization/becausewecan>

CAMPUS TEAM

Megan Toland, Assistant Professor of Journalism, serves as Arkansas Tech University's faculty representative to Campus Compact. She co-chairs the Civic Action Planning Committee with Julie Mikles-Schluterman, Associate Professor of Sociology. The Civic Action Planning Committee members – consisting of faculty and staff – were chosen due to their commitment to engaging students in the community. The committee includes:

- Mike Rogers
Associate Professor of Political Science
- Kim Troboy
Professor of Management Information Systems
- Douglas Barron
Assistant Professor of Biology
- Jessica Young
Assistant Professor of Physics
- Aubrey Holt
Director of Campus Life
- Kara Johnson
Coordinator of Leadership and Service

Recognizing that the incorporation of community engagement and service learning into students' educational experiences improves their learning and the quality of life of our communities, the goal of this committee has been to develop a Civic Action Plan outlining the steps to be taken to create more community engagement and service learning opportunities on our campus. The committee explored the topics of service learning and community engagement, held discussions with key stakeholders on the campus and in the community, and assessed engagement activities already occurring. Based on these discussions and findings, the CAP committee developed Arkansas Tech University's Campus Compact Civic Action Plan.

TIMELINE AND ACCOUNTABILITY

Our overall timeframe is based on a three-year plan. Our team created a Year 0 (Fall 2017-Spring 2018) for the purpose of planning. The action items will begin to take place in Year 1 and continue through Year 3. Some items are new in Year 2 and Year 3 and some are simply continued from the previous year.

We perceive that it will take two to three years to build capacity and four to five years to deepen the campus culture of engagement. Our team plans to diffuse a purposeful sense of community engagement throughout the campus by several mechanisms. Liaisons from different parts of the university will market our plan in their spheres of influence. Faculty incentives will primarily be creating competitive grant opportunities for community engagement through the Center. The Center will also promote faculty solidarity and collaboration through promoting faculty sharing with their colleagues their community engagement projects. Student incentives include the opportunity to participate in exciting courses and projects and to earn badges and certificates, as well as develop community engagement and leadership skills.

Among other items, the timeline clearly states when the key plan steps take place and who is responsible for each element.

The reporting mechanism for ongoing plan monitoring includes annual reports, grant reports, gauging marketing effectiveness, the awarding of certificates and training seminars and workshops. The Director will be the person responsible for monitoring plan progress. This person will be the most involved and have the most knowledge and exposure to the implementation of the steps.

CAMPUS COMPACT TIMELINE

Year 0 – Fall 2017 - Spring 2018	Responsible Party
Fall 2017 semester	
Build Community Action Plan	CC 2017-2018 Committee
Spring 2018 semester	
Appoint director and name the Center	VPAA
Choose college liaisons	CC 2017-2018 Committee
Create Advisory Board	Director, CC 2017-2018 Sub-Committee
Organize activity grants	CC 2017-2018 Sub-Committee
Begin development of Community Engagement LLC	Director, CC 2017-2018 Committee
Prepare to apply for Carnegie Classification	
Develop a marketing plan	CC 2017-2018 Sub-Committee
Identify methods to evaluate Center effectiveness	Director, CC 2017-2018 Committee
Write Year 0 Report	Director
Advertise three tier course development grants	Director, Liaison Sub-Committee

CAMPUS COMPACT TIMELINE

Year 1 – Fall 2018 to Spring 2019

Fall 2018 semester	
Hold faculty training opportunities on high-impact practices	Director, Assessment Liaison
Offer the new courses; products of grants	
Continue preparations for Carnegie Classification	Director, Liaison Sub-Committee
Identify current practices	Director, Liaison Sub-Committee
Begin work Community Engagement Certificates	Director
Community Engagement LLC	
Spring 2019 Semester	
Apply for Carnegie Classification; due April 15, 2019	
Create and advertise three tier grants	Director, Liaison Sub-committee
Begin awarding Community Engagement Certificates	Director, Liaison Sub-Committee
Hold Community Engagement Symposium and Appreciation Luncheon	Director, Liaison Sub-Committee
Evaluate marketing plan effectiveness	Director, Liaison Sub-Committee
Evaluate Center effectiveness	Director, Liaison Sub-Committee
Write Year 1 Report	Director

CAMPUS COMPACT TIMELINE

Year 2 – Fall 2019 to Spring 2020

Fall 2019 semester

Submit all hours to Governor Volunteer Service Award for student recognition.	Director
Offer new courses; products of grants	
Encourage additional IPBL courses and new initiatives	Director, Liaison Sub-Committee
Establish partnerships between community groups and faculty	Director
Community Engagement LLC	

Spring 2020 semester

Advertise three tier course development grants	Director, Liaison Sub-Committee
Hold Community Engagement Symposium and Appreciation Luncheon	Director, Liaison Committee
Explore additional staff opportunities	Director
Evaluate marketing plan	Director, E-Tech Rep
Evaluate Center effectiveness	Liaison Committee
Write Year 2 Report	Director

CAMPUS COMPACT TIMELINE

Year 3 – Fall 2020 to Spring 2021

Fall 2020 semester

Establish independence from CETL.	Director, VPAA
Offer new course; product of grants	Director, Liaison Sub-Committee
Facilitate internships	Director, Liaison Committee
Seek external grants	Director
Community Engagement LLC	

Spring 2021 semester

Advertise three tier course development grants	Director, Liaison Sub-Committee
Hold Community-Engagement Symposium and Appreciation Luncheon	Director, Liaison Sub-Committee
Evaluate marketing plan	Liaison Sub-Committee
Evaluate Center effectiveness	Director, Liaison Committee
Write Year 3 Report	Director

OUTCOMES

- #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.**

It is our goal to create a *support* structure that encourages the development of more community engagement opportunities by improving collaboration and coordination by providing professional development. This support system includes an advisory board, college liaisons, training opportunities, and mini grants.

- #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.**

It is our goal to create a *culture* on our campus and in our community that embraces community engagement. This includes an annual community engagement symposium open to students, faculty, staff, and community members; development of a community engagement certificate; and participation in the governor Volunteer Service Award program. This culture of community engagement will be further enhanced by the creation of a Community Engagement Living Learning Center.

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

It is our goal to establish Arkansas Tech University as a *community partner*. This involves developing relationships in the community that are reciprocal, sustainable, and that improve the quality of life of the surrounding communities in the River Valley, Johnson County and the state of Arkansas. . In serving on the advisory board,

community members are able to participate in the development of these opportunities and provide insight into the needs and interests of the community. An annual appreciation dinner provides an opportunity to say thank you to our community partners, to share the happenings of the center, and to hear from community partners.

- #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.**

It is our goal to create targeted *community* engagement opportunities specifically aimed at, but not limited to, issues of social and economic inequalities. This is accomplished by reaching out to those groups that target these problems in our community and forming partnerships with them, as well as involving the professors and programs on our campus that target issues of inequality.

- #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.**

It is our goal to send a clear *message* to the campus community that the public purposes of higher education are a priority and that it has a responsibility to promote public good in the community. This is accomplished in the creation of the support system (i.e., the advisory board, college liaisons, training opportunities, and mini grants), as well as in the development of a community engagement symposium hosted by the Center each spring semester aimed at faculty, staff, and students to discuss and encourage community engagement opportunities. ATU's commitment to the public purposes of higher education will be further affirmed by our application for Carnegie Classification.

Outcomes

#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.

We plan to create a support structure.

OUTCOME	TYPE OF CHANGE	MEASURE(S)	INDICATOR(S)
Marketing plan	Sustainable capacity development	Annual review for relevance and effectiveness	Growth in involvement and success measured by projects completed.
Support system for community engagement initiatives	Sustainable capacity development	Data from colleges	<p>Increased awareness on campus about community engagement center</p> <p>Increased satisfaction with resources offered to faculty to support these initiatives</p> <p>Increased awareness about success of students, faculty, and partners conducting community engagement</p>
Annual Community Engagement Symposium	Culture	Data from community engagement center	<p>Increased awareness in community and campus about community engagement center</p> <p>Increased awareness about success of students, faculty, and partners conducting community engagement</p>
Carnegie Classification	Culture	Data from community engagement center	<p>Increased awareness in community and campus about community engagement center</p> <p>Increased awareness about success of students, faculty, and partners conducting community engagement</p>

#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.

We plan to create a culture of community engagement

OUTCOME	TYPE OF CHANGE	MEASURE(S)	INDICATOR(S)
Marketing plan	Policy and systems	Data from the assessment office	Increased awareness in community and campus about community engagement center Increased awareness about success of students, faculty, and partners conducting community engagement
Community Engagement certificate	Culture AND Policy and systems	Data from graduation office	Creation of the civic engagement certificates Increase in the number of interested students Increase in the number of civic engagement certificates awarded
Annual Community Engagement Symposium	Culture AND Sustainable capacity development	Data from community engagement center	Creation of symposium Number of faculty, staff, and students in attendance
Community Engagement Living Learning Center	Sustainable capacity development AND Policy and systems	Data from community engagement center Focus groups and/or surveys to determine student interest	Number of students enrolled Number of faculty involved
Interdisciplinary Project Based Learning Courses	Sustainable capacity development AND Policy and systems	Data from the assessment office Data from the registrar office Focus groups and/or surveys to determine student interest	Increased number of courses offered Number of faculty who create new courses Number of students who register for courses

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

We plan to establish ATU as a community partner.

OUTCOME	TYPE OF CHANGE	MEASURE(S)	INDICATOR(S)
Community partnerships	Policy and systems	Data from community engagement center	Increase in community partnerships
Community members on advisory board	Sustainable capacity development	Data from community engagement center	Advisory board established Administrative support
Annual Community Engagement Symposium	Culture	Data from community engagement center	Increased awareness in community and campus about community engagement center Increased awareness about success of students, faculty, and partners conducting community engagement
Annual Community Engagement Appreciation Luncheon	Culture	Data from community engagement center	Increased awareness in community and campus about community engagement center Increased awareness about success of students, faculty, and partners conducting community engagement
Faculty/staff service to community	Culture AND Policy and systems	Data from colleges	Increased service from faculty and staff to the community

#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.

We plan to create targeted community engagement opportunities.

OUTCOME	TYPE OF CHANGE	MEASURE(S)	INDICATOR(S)
Partnerships with specific groups addressing social and economic inequalities	Policy and systems	Data from community engagement center	Increase in the number of partnerships with targeted groups
Partnerships with specific faculty, staff, and programs addressing social and economic inequalities	Policy and systems	Data from community engagement center	Increase in the number of partnerships with specific faculty, staff, and programs

#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.

We plan to demonstrate a clear message of ATU's commitment to the public purposes of higher education.

OUTCOME	TYPE OF CHANGE	MEASURE(S)	INDICATOR(S)
Marketing plan	Sustainable capacity development	Annual review for relevance and effectiveness	Growth in involvement and success measured by projects completed.
Support system for community engagement initiatives	Sustainable capacity development	Data from colleges	<p>Increased awareness on campus about community engagement center</p> <p>Increased satisfaction with resources offered to faculty to support these initiatives</p> <p>Increased awareness about success of students, faculty, and partners conducting community engagement</p>
Annual Community Engagement Symposium	Culture	Data from community engagement center	<p>Increased awareness in community and campus about community engagement center</p> <p>Increased awareness about success of students, faculty, and partners conducting community engagement</p>
Carnegie Classification	Culture	Data from community engagement center	<p>Increased awareness in community and campus about community engagement center</p> <p>Increased awareness about success of students, faculty, and partners conducting community engagement</p>