



DATE: 9/18/2017

TO: Cabinet

FROM: M. Dornbush, Assoc. VC for Academic Affairs

SUBJECT: UWGB Framework Civic Action Plan

Background: In recognition of Campus Compact's 30th Anniversary, Chancellor Gary Miller signed a commitment on behalf of UW-Green Bay to engage in Campus Compact's *Civic Action Plan* (<http://compact.org/actionstatement/>). Chancellor Miller's signature represents a campus pledge to both develop a formal campus civic action plan and to put the adopted plan into action. The foundation for UWGB's framework plan was formulated in the work of the Partnership & External Affairs sub-committee of the *Invent the Future Working Groups*. Campus Compact's Civic Action Plan includes five affirmations:

1. the co-creation of mutually respectful partnerships,
2. the preparation of students for lives of engaged citizenship,
3. the willingness to embrace the campus' responsibility as a place-based, anchor institution,
4. the responsibility to challenge prevailing social and economic inequalities, and
5. the affirmation of the centrality of the public purpose of higher education (Appendix 1).

A group of faculty, staff, and administrators led by Dr. Allison Staudinger meet throughout the 2016-2017 academic year to discuss and draft UWGB's *Framework Civic Action Plan*. This work culminated in a meeting on May 8th, 2017, attended by A. Staudinger, Sarah Schuetze, Jodi Pierre, Caroline Boswell, Mathew Dornbush, Scott Furlong, and Ron Pfeifer; Chuck Rybak was unable to attend. The following notes summarize the group's discussion into a draft *Framework Civic Action Plan* for UW-Green Bay. A near identical version of this memo was sent to Alison Staudinger on May 23, 2017.

Objective: The objective of the *Framework Civic Action Plan* is to identify a process by which the campus can develop and successfully implement its campus civic action plan by focusing on internal strategies and methods of engaging our external and internal community to co-create, sustain, and assess the impacts of a focused culture for civic engagement at UW-Green Bay.

Defining Success: While acknowledging that a successful civic action plan includes a complex array of potential metrics, the committee recognized four key elements of institutional success:

1. Community partners self-recognize the importance of UW-Green Bay participation and partnership in all community initiatives of significance - *the University holds a place of high public consciousness.*

2. The UW-Green Bay campus culture readily recognizes and embraces its responsibility as an ***anchor-based institution*** within NE Wisconsin - ***the University is self-aware of its economic and social importance to the broader community.***
3. The University and Community fully embrace the idea of and practice of ***co-creation*** with broad engagement among academic disciplines – ***CommUniversity reaffirmed.***
4. UW-Green Bay students understand the relevancy of ***political and social engagement*** in everyone's lives – ***lifelong, engaged citizenship.***

Operating Parameters: The following limitations and pitfalls must be recognized to achieve success. A functional, sustainable Civic Action Plan:

- cannot be built upon the “*just do more*” principle, rather it must be incorporated into the core of what we aim to do, how we plan to use our time, and ultimately what we do, and thus
- needs to integrate with and facilitate scholarship,
- needs to be recognized within our processes of accounting for service activities,
- needs to be intentionally reflected in curricula and learning outcomes,
- must leverage existing strengths and ongoing programs, and
- must be broadly inclusive, with equal stakeholder investment drawn from students, staff, faculty, and community members.

Framework Civic Action Plan:

1. Identify Implementation Ownership – on and off campus
 - a) Appoint a *convener/chair*, with agreed upon compensation.
 - b) Communicate, refine, and adopt the *Framework Civic Action Plan* (internal focus).
 - c) Identify a campus *Center for Civic Engagement*. The mission statement of UW-Green Bay’s ***Center for Public Affairs*** (CFPA) closely aligns with the core concepts of the Civic Action Plan, providing a strong candidate for this role:

The Mission of the Center for Public Affairs is to enhance civic engagement and quality of life in the community by:

- conducting applied and scholarly research and technical assistance,
- providing students opportunities for internships, service learning, honors research, and civic engagement,
- sponsoring educational programs to share information and dialog about civic issues, and
- providing a mechanism for collaboration by community organizations and citizens.

Following center designation, the working group must discuss and agree upon details regarding the support and institutional home for the *Center for Civic Engagement*, irrespective of its final name.

2. Leverage resources in the Office of Grants and Research to seek an *AmeriCorps Grant* to facilitate campus Civic Engagement activities.
 3. Establish a *Community Engagement Board* comprised of internal and external partners.
 4. Jointly develop a clear *mechanism for community engagement*, and for the community to engage the University. The mechanism should include:
 - a) a clear point of contact within the University for the community,
 - b) a plan for organizational capacity to respond to requests, including
 - c) a funding plan to support,
 - d) promote partnerships,
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- e) support, celebrate, and access the impacts of campus civic engagement activities.
5. Jointly develop and approve a strategically focused *Civic Action Plan* (integrating internal and external foci). For example,
 - a) Use the ***life study grant*** to guide goals and assess impact – big issues that require engagement and for which it is not possible to go alone.
 - b) Use the ***life study grant*** to identify priority projects. Faculty and staff could use this as a “buffet” for faculty and students to read and select topics to pursue.
 - c) Leverage existing curricular mechanisms for supporting civic engagement work. ***First Year Experience (FYE)*** and ***Capstone Experience (CE)*** general education requirements provides one potential for curricular infrastructure. Consider adding ***“plus 1 credit” options*** for these and like courses.
 - d) Establish ***community*** and ***professional development grants*** to drive student, faculty, and staff engagement in the civic action plan.
 6. Jointly develop a vision of the benefits of a downtown location for the *Center for Civic Engagement*, “a civic laboratory”, that facilitates community engagement and the integration of relevant UW-Green Bay and community assets.

Timeline: Complete steps 1 through 3 by the end of the 2018 academic year.

Appendix 1

THIRTIETH ANNIVERSARY ACTION STATEMENT OF PRESIDENTS AND CHANCELLORS Campus Compact

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.
