

Center For Community Engagement

Civic Action Plan



DOMINICAN
UNIVERSITY
of CALIFORNIA



Executive Summary

Dominican University of California is a private university that integrates the liberal arts and professional programs. The University is situated in San Rafael, 12 miles north of the Golden Gate bridge. Current enrollment is around 1800 students, 71 percent of whom come from ethnically diverse backgrounds and 23 percent are the first generation in their family to attend college. Enrollment is composed of 75 percent undergraduate students and 25 percent graduate students in master's programs.

The University was founded in 1890 by the Dominican Sisters of San Rafael. Although the Sisters turned over control of the University in the 1970s, commitment to the Dominican values of study, reflection, community, and service continues through our signature program – the Dominican Experience. Every student at Dominican works with an integrative coach and a network of mentors; engages with the community through service-learning, internships, fieldwork, community-based research, or global learning; completes signature work; and crafts a digital portfolio that captures their learning goals and achievements.

Dominican students have been fully engaged in the community through service-learning designated classes that have been robustly offered primarily through the general education programming as well as through professional internships and field placements that are integral to most majors. Dominican has been an active member of Campus Compact since 2004 and has had the Carnegie Foundation for the

Advancement of Teaching's Community Engagement Classification since 2008. Dominican has continued to expand its role in the community while implementing effective practices in community engagement that deepen student learning and honor community knowledge.

THE CENTER FOR COMMUNITY ENGAGEMENT

Under the leadership of President Mary B. Marcy, the University has created a new Center for Community Engagement (CCE) which will serve as a hub for the different modes of community engagement at Dominican. In addition, President Marcy has launched the Dominican Experience that ensures every student the opportunity to learn through civic and community engagement. Building on our excellent foundation of faculty and student community engagement and strategic community partnerships, CCE plans to create clear and cohesive pathways for students to engage meaningfully with communities to cultivate civic learning and strengthen the public purpose of our institution.

The following Civic Action Plan focuses on supporting all stakeholders in implementing high quality community engagement that embodies effective practices that are grounded in civic learning. CCE can assist and sustain the integration of community-engaged curriculum and scholarship across the Dominican campus and in partnership with local and global organizations and communities. CCE can serve as a vital

hub for communication and collaboration on and off campus to better educate students and support collaborative action for critical community change. Focusing on effective and reciprocal practices in community engagement, CCE can facilitate more strategic programming and build capacity with appropriate core partners. With deepened understanding and shared goals with community partners, CCE can support further development of community-based research and engaged scholarship in collaboration with communities and their specific interests and needs. Equally, community participation and voice can guide the ways in which the institution understands and addresses the interests and needs of our students from underserved communities.

A NEW MODEL

Through the implementation of the Civic Action Plan, CCE can be a national model for equitable and effective practices in community engagement. The goals and actions of this plan are designed to institutionalize civic and community engagement as central to the Dominican Experience and the mission of the university. The first three goals relate to the stakeholders – students, faculty, community partners – who are instrumental to further deepening and developing civic and community engagement at Dominican. The fourth goal is about enhancing our recognition as an active and invaluable partner dedicated to promoting social and environmental justice within communities.

The goals serve as vision for CCE and the action steps will assist us to develop and build infrastructure so that the center can comprehensively coordinate Dominican's many aspects of civic and community engagement. There is a five-year timeline for this Civic Action Plan.

CCE has an Advisory Committee of faculty and staff who represent a range of disciplines and approaches to community engagement. Those members include: Julia van der Ryn, Executive Director of CCE and Assistant Professor of Philosophy; Laura Stivers, Dean of the School of Liberal Arts and Education; Denise Lucy, Professor of Leadership Studies; Jennifer Lucko, Associate Professor of Education; Meredith Protas, Assistant Professor of Biology; Patti Culross, Assistant Professor and Director of the Global Public Health Program; Gina Tucker-Roghi, Assistant Professor of Occupational Therapy; Kati Bell, Director of Global Education; Marly Norris, Vice President for Advancement; and Stacy Davidson, Director of Career Services and Integrative Coach.

INSTITUTIONAL BASELINE

Building on a strong foundation and history of community engagement across the university, CCE can centralize and highlight these efforts to enrich student learning and community impact. Increased understanding of shared educational and community goals will generate effectiveness and creativity in both domains. Dominican increasingly serves

a diverse student body, many of whom come from cultures and communities with challenges similar to the one's our community partners are addressing. Our commitment to our students, the establishment of the Dominican Experience, combined with all of the events that are shaping and challenging global democracy, make this a pivotal moment to coordinate and coalesce our community engagement efforts to best support our students and the local and global partners we collaborate with.

Dominican's Service-Learning program has focused a large percentage of its partnership development on schools and nonprofits serving Latino immigrants, most of whom live in the Canal community, five miles from our campus, in a densely populated, marginalized neighborhood. The two year Voces del Canal participatory action research project that was funded through a Dominican Strategic Grant Initiative in Fall 2012 was the first resident-driven community assessment in the Canal community. In the report, residents expressed their vision of a safe and thriving community in which residents are seen as experts in their own lives and equal partners in the creation of sustainable solutions. This groundbreaking project demonstrated the potential for Dominican to act more strategically in collaboration with community members to increase educational and civic engagement opportunities for students and contribute

more substantively to community development and revitalization.

Dominican, through CCE, can play a more central role in convening disparate groups, aligning agendas, and building social capital in Marin County to better serve the interests of marginalized communities like the Canal and help to close the racial equity gap (A 2017 Race Counts Report found Marin to be the most racially inequitable county in all of California).

A COMMITMENT TO CIVIC EDUCATION

Other efforts that illustrate our commitment to civic education and leadership include a University-Wide Community Engagement Theme of Democracy and Equity; Reimagining Citizenship partnership with the city of Novato; and our adoption of Givepulse as a platform to better centralize our community engagement efforts and share data with our partners. Additionally, with the all campus initiative, Everyone Counts: Census 2020, Dominican has joined a coalition of organizations dedicated to ensuring an accurate count in the 2020 Census. Working actively with the Marin Complete Count Committee and the hard-to-count communities, Dominican is taking a vital role in the effort to support all residents are represented. The following list of activities and programming show the strong foundation of community engagement that is already happening at Dominican.

Dominican Mission

Dominican educates and prepares students to be ethical leaders and socially responsible global citizens who incorporate the Dominican values of study, reflection, community and service into their lives. The University is committed to diversity, sustainability and the integration of the liberal arts, the sciences and professional programs.



THE DOMINICAN EXPERIENCE

The Dominican Experience is a research-based and market-driven framework for the success of every Dominican Student.



Integrative Coaching

All our students work with an integrative coach and a network of mentors throughout their undergraduate careers.



Signature Work

All our students complete signature work such as a research project, a giant mural, or a business plan.



Community Engagement

All our students engage with the community through service-learning, internships, fieldwork, community-based research or global learning.



Digital Portfolio

All our students craft a digital portfolio that captures the journey and assist in the transition to career or graduate school



INSTITUTIONAL LEARNING OUTCOMES

GOAL: EXPLORATION AND ACQUISITION OF KNOWLEDGE

Students explore:

Purpose and meaning through breadth of knowledge in general education and a depth of knowledge in majors and graduate study.

GOAL: PRACTICE OF CIVIC SKILLS AND SOCIAL RESPONSIBILITY

Students gain skills to become global citizens who act within diverse contexts.

Students practice:

- Ethical reasoning
- Leadership and collaboration
- Commitment to sustainability and social justice
- Intercultural understanding and respect for difference

GOAL: DEVELOPMENT OF INTELLECTUAL, PROFESSIONAL AND ARTISTIC SKILLS

Students prepare for a successful life and career through research and practical application of skills.

Students develop:

- Critical thinking and creative expression
- Qualitative and quantitative reasoning
- Effective communication
- Information literacy

GOAL: CULTIVATION OF WELL-BEING

Students engage in personal development to build resilience and support the flourishing of self and others.

Students cultivate:

- Mental, physical, and spiritual health
- Respectful relationships and empathy
- A habit of mind for lifelong learning



The Center for Community Engagement

The mission of CCE is to connect classroom, campus and community through reciprocal partnerships contributing to a just, equitable and healthy world. The Center supports the Dominican campus community and the community at large in developing projects and partnerships that further the Center's mission and align with the following principles:

1. Relevance, academic rigor, and connection with Dominican's Institutional Learning Outcomes: Community engagement is germane to course content, required by all students enrolled in the course, and integrated into course goals and student learning outcomes. Course goals respond to one or more of Dominican's Institutional Learning Outcomes.
2. Community voice and interest: Community engagement activities address community-identified issues and meet course goals. This includes determining a timeframe, a required skill-set for students, and training requirements.
3. Reciprocity between all stakeholders: Dominican and Community Partners develop a shared vision and joint strategies; learn from and teach each other; and are accountable to each other. Community Partners, as co-educators, participate in evaluating student engagement.
4. Critical reflection: Students continuously analyze their understanding of larger contexts, societal and organizational structures, and civic responsibility.
5. Assessment: Evaluation of student, faculty, and community work is embedded in the course or project to measure the progress made towards student learning outcomes and community goals.
6. Dissemination and celebration: All stakeholders are recognized for their contributions. Findings from the course or project are shared with Dominican and the larger community.

Modes of Community Engagement

SERVICE-LEARNING PROGRAM

The mission of the service-learning program is to centralize resources and support for faculty, students, partner organizations and the diverse communities they serve to advance education and social justice through shared learning and collaborative action. Service-learning integrates meaningful community engagement with academic curriculum. Through partnerships with community organizations and schools, students have the opportunity to learn about the lives of others as well as the larger contexts and root causes of issues that ultimately impact the wellbeing of all. In Service-Learning designated classes students,

1. Apply learning in social contexts
2. Practice principles of community engagement and social responsibility
3. Value community voice and knowledge
4. Critically reflect on root causes and systemic social issues

GLOBAL LEARNING PROGRAM

Global learning at Dominican supports the campus mission to educate socially responsible global citizens. Global community partnerships and affiliations create opportunities for the campus community to further develop comfort with difference, and increase intercultural knowledge, and understanding of global inter-connectivity and global social responsibility. Global Learning programs are academically relevant and financially feasible study opportunities that:

1. Advance students in major, minor or core course requirements
2. Enhance future career and professional development
3. Promote inclusion, equity, and diversity

COMMUNITY-ENGAGED RESEARCH

Community-engaged research at Dominican is present in multiple disciplines and programs. For example:

- Biology faculty and students conduct scientific research locally and globally in a variety of areas — from infectious diseases to Sudden Oak death to marine mammal life.
- Social Justice major and Community Action and Social Change minor students develop a research project tailored to the context of one community partner and designed around a specific issue identified in collaboration with the community partner. The research projects use students' research findings to advance the work of Dominican's community partners.
- Global Public Health students complete an applied research project that demonstrates a synthesis of concepts, methods, and experiences gained in the program and includes original data collection. GPH students also have the opportunity to complete a collaborative research methods course with

Mexican medical students at our partner university in Mérida. Using medical Spanish, they collect, analyse and interpret data from community clinics with their Mexican counterparts. Past research projects include administering surveys to community residents about lifestyle and diet to associate with bone-density levels.

- Masters in Education students design research projects in collaboration with the school community, engaging key stakeholders in the research process and building relationships of reciprocity and respect between members of the school community.

INTERNSHIPS, CLINICALS, FIELDWORK

Internships, Clinicals, and Fieldwork invite students to explore the career of their choice and exercise real-world skills in a placement with a partner organization. They support the CUPCE principles of preparing our students for developing skills that benefit the public good as demonstrated through the following examples:

- Global Public Health Internships provide the opportunity for Dominican students to learn more about a public health organization's role and workplace dynamics. Internship opportunities include: county public health departments, local human service agencies, healthcare organizations, non-profits, and various community sites.
- Political Science and International Studies majors complete internships with a range of notable organizations, including: The Public Policy Institute of California, The Washington Center, Project Vote Smart, and The Panetta Institute.
- Nursing Clinicals are a core component of nursing education. Students put classroom learning into practice by participating in supervised learning sessions in health care environments, both in institutional and community settings.
- Psychology Field Placements support students in the application, development, and refinement of assessment, counseling, communication, and consulting skills.
- Education Studies Field Placements give students practice teaching in local public schools.

Graduate Programs:

- Occupational Therapy students have access to over 200 established fieldwork sites and each student completes over 1000 fieldwork education hours at four community sites prior to graduation. Occupational Therapy students may also complete 12-week fieldwork programs at international sites in Australia, Ecuador, Philippines, and Spain.
- Physician Assistant Studies students complete a year of clinical rotations to gain competencies required for physician assistant practice. These competencies are essential to preparing graduates to provide preventive, acute, and chronic care across various healthcare settings. International clinical rotations are available to students in Mexico and Ecuador.

- Counseling Psychology students enroll in three semesters of fieldwork practicum focused on the application, development, refinement of assessment, counseling, consultation, case management, and client-centered advocacy skills.

COMMUNITY-BASED PROJECTS

Community-based projects are embedded in academic courses and designed with external stakeholders (schools, government and non-profit agencies, local organizations/ groups. etc.) to address a specific interest, issue, and serve the common good. Through structured, faculty-guided initiatives, students work individually and in teams to gain awareness of local and global issues while applying disciplinary knowledge, practicing civic skills, and engaging with local experts as demonstrated through the following examples:

- Leadership Practicums offer undergraduate students leadership and management experience working in teams to complete projects for clients from businesses and community organizations. Past projects include environmental scanning, marketing, and operational coordination, event planning and execution, canvassing customer and client interests, social change campaigns, business plans, and budgeting.
- The Public History course is required for history majors and engages students in the public sector by grounding them in public history methodology and theory, while also giving them practical experience conducting client-based research. The place-based learning projects undertaken in this class are only possible through meaningful community engagement. Past projects include public histories of Marin County Civic Center, National Park Service: Marin Headlands and Angel Island.
- In the required Digital Storytelling course, Communication and Media Studies students work with local non-profit organizations to create videos that represent the mission and history of the organization. In the Research Methods course students explore issues that impact underserved people and communities in Marin county. They do social justice research and conduct interviews to produce a public service announcement, a short video, and a year-long content plan for the organization.

COMMUNITY-ENGAGED DEGREE PROGRAMS:

Dominican has a variety of undergraduate majors and minors for which community engagement is a core component:

Global Public Health Major

Dominican's Global Public Health program provides students opportunities for local and global community-related and community-engaged learning in multiple ways. In the classroom, students study the determinants of health for local and global populations. Topics include health education, environmental health, community health needs assessments and program development, health equity and social justice, and the global distribution and control of both infectious and chronic diseases. Students in the major are also required to complete internships with community organizations.

Social Justice Major

Social Justice coursework illuminates the larger contexts, histories, cultural, political, and religious dimensions that form and condition individuals and societies. Central to this endeavor is finding solidarity with marginalized communities, as well as listening to and learning from community members and leaders. This program provides ample opportunities and established partnerships with communities to make deep connections that strengthen learning. The work of this major culminates in a community-engaged research project.

Community Action and Social Change Minor

The primary focus of this minor is to prepare students to be ethical leaders and responsible global citizens. Students learn key principles and best practices in community engagement and to think and act systemically while critically reflecting on their own identity and civic involvement. The minor cultivates students' capacity to understand and promote diversity and sustainability as they apply the theoretical content from the core classes and their chosen majors to praxis in the community.

Leadership Studies Minor

Students study the qualities and skills of effective leaders to enhance their own leadership and team behaviors and hone decision-making skills to achieve ethical change. The minor has four components—theoretical, experiential, skill building and a culminating leadership practice component—and emphasizes cultural, historical, organizational, philosophical, political, psychological, societal and ethical dimensions of leadership in organizations and societies.

Performing Arts and Social Change Minor

This minor provides students the opportunity to apprehend and practice the ways that the performing arts can restore humanity to marginalized people. Under the guidance and mentorship of literary scholars, social justice advocates, and artists, students wed theory to practice. The minor culminates in a capstone experience featuring a professional internship with a community partner and a final project suited to their professional and academic goals.



Central Community Partnerships

Majors and programs at Dominican — including but not limited to Biology, Business/Leadership, Global Learning, Global Public Health, Occupational Therapy, Nursing, Physician Assistant Studies, and Service-Learning — have focused on developing robust partnerships that are sustained throughout the academic

year. This is accomplished by cultivating mutually beneficial partnerships in key thematic areas in order to match core partners with classes, internships, fieldwork, and research interests across the curriculum. Below is a sampling of thematic community issues and key, long-term community partners:

Community Partnerships



Education Equity:

Marin and Sonoma County School Districts, Next Generation Scholars, Canal Alliance University Prep, Catholic Charities, Family Support Kid Club, Head Start, Marin County Office of Education, 10,000 Degrees, OnePercent for Education



Immigrant Advocacy:

Canal Alliance (Adult ESL, Legal Services), Rotacare, Marin County Health and Human Services, Asian American Alliance of Marin



Creative and Restorative Practices:

Marin Shakespeare Co., Marin Vietnamese American Oral History Archive, Marin Youth Court, Performing Stars of Marin, Young Moms Marin



Food and Shelter:

Ritter Center, Canal Alliance (Food Pantry), Marin Clinics HealthHubs, San Francisco-Marin Food Bank, WhistleStop Food Pantry



Health and Wellness:

HealthHubs (San Rafael and Novato), College of Marin Adaptive PE, Spahr Center, Kaiser Permanente, Kids Cooking for Life, Marin Clinics, Child Advocacy CASA Sonoma and Solano Counties, St. Vincent's School for Boys, Marin County Health and Human Services, Huckleberry Health, Universidad de Anahuac Mayab (Mérida, Mexico), Bwindi Community Clinic (Bwindi, Uganda)



Environmental Sustainability:

Cultural Conservancy, National Park Service, Golden Gate National Parks Conservancy, Marin Headlands, Marine Mammal Center, BioMarin



Quality Aging and Senior Support:

Buck Institute of Aging Research, Novato Adult Day Health, Aldersly Assisted Living, West Marin Senior Services, Whistlestop, Skyview Day Club, West Marin Senior Services



Policy and Human Resources:

Center for Volunteer and Non-Profit Leadership, Center for Domestic Peace, Marin Women's Commission, San Rafael Chamber of Commerce, City of Novato (Reimagining Citizenship)

Civic Action Plan Goals and Action Steps

CCE will centralize and support effective practices of community engagement on campus to fulfill its mission “to connect classroom, campus and community through reciprocal partnerships contributing to a just, equitable and healthy world.” CCE will support the integration of career planning and mentoring with faculty-student engagement, and community-based learning and civic education.

The following goals are premised on the vision of CCE as a hub that provides inspiration, networking opportunities, and centralization of data and resources for all stakeholders. CCE builds and improves on our individual and collective achievements, celebrating and highlighting community engaged learning and transformative educational partnerships.

GOAL 1 Increase and Scaffold Community-Engagement Opportunities:

As part of the Dominican Experience students will have access to a clearly communicated path of community-engagement opportunities that support Dominican's mission to educate global citizens and ethical leaders and address the institutional learning outcomes of Civic Skills and Social Responsibility.

1. Students will have access to service-learning and global learning courses in the Core Curriculum.
2. Students will have access to a community-engaged internship track.
3. Students will opt to do community-based capstone projects.
4. Community engagement will be integrated into appropriate Dominican graduate programs.
5. Students will document their community engagement in digital portfolios.

Action Steps

1. Develop community engagement learning outcomes, a plan for assessment, and a universal prompt for critical reflection in digital portfolios.
2. Introduce community engagement and civic learning in New Student Orientation Week.
3. Work with faculty to ensure a percentage of Core Curriculum is service-learning and global learning courses.
4. Create community-engaged internship tracks and leadership opportunities with established partners.
5. Work with integrative coaches and advisors to integrate community engagement in student degree plans. Work with faculty to encourage community-based capstone projects aligned with CUPCE principles.



GOAL 2 Create a Culture of Effective Practices for Community Engagement Among Faculty and Staff:

Dominican faculty and staff will offer community-engaged learning opportunities in line with CCE principles that enrich student learning and make a positive impact in local and global communities.

1. Faculty from all disciplines will offer community-engaged opportunities for student learning that embody CUPCE principles and address CUPCE learning outcomes.
2. School deans will hire new faculty who have an interest in community-engaged pedagogies and scholarship.
3. Dominican will celebrate and recognize effective practices in community engagement.
4. Dominican will explicitly value community-engaged teaching and scholarship in the tenure and promotion process.

Action Steps

1. Work with deans to promote effective practices in civic learning and community-engaged pedagogy and scholarship in their schools.
2. Substantial faculty and staff development is offered that builds shared language, effective practices, and interdepartmental collaboration to implement civic/ community-engaged learning.
3. Embed language that specifically highlights community engagement in faculty recruiting.
4. Include an introduction to community engagement and civic learning in the new hire orientation and provide regular faculty and staff development.
5. Create a program of community engagement faculty fellows that support community engagement programming, research, and partnerships.
6. Develop a faculty/staff learning community around community engagement related to a particular theme each year.
7. Create awards and/or certificates for community-engaged faculty, staff, and students and an event to recognize achievements.
8. Offer scholarships for faculty to attend and present at conferences related to community engagement.

Civic Action Plan Goals and Action Steps *Continued*

GOAL 3 Maximize Strategic Community Partnerships:

Dominican will have long-term, reciprocal community partnerships that deepen student civic learning and contribute to community well-being.

1. Centralize data collection, coordinate partnerships, and facilitate student reflection on community engagement experiences.
2. Community partners have increased presence on campus as co-sponsored events and as guest speakers.
3. Community partners are valued and recognized co-teachers who embrace Dominican's community engagement learning outcomes and they will be represented on the CCE Advisory Board.
4. Dominican is known for and plays a key role as a collaborator and contributor to community interests.
5. There will be shared agreements about roles and responsibilities for students, faculty, staff, and community partners.

Action Steps

1. Develop charter for the role of students and community partners on the CCE Advisory Committee.
2. Develop and offer multiple entry points and ways for students and faculty to engage with specific partners. (e.g. internships/fieldwork, community-based research, one-time events, global learning, special initiatives, etc.).
3. Systematically organize community engagement opportunities according to particular themes (e.g. Education, Healthcare, Criminal Justice, Poverty, etc.).
4. Train faculty and community partners to use GivePulse software.
5. Develop the university/neighborhood partnerships.



GOAL 4 Enhance Dominican's Community Engagement Profile:

Dominican will be recognized as an active and invaluable partner with local and global organizations and communities to promote social and environmental justice.

1. Dominican will have a strategic and sustainable integration of community-engaged curriculum and scholarship across the Dominican campus and in partnership with local and global organizations and communities.
2. Dominican will focus its energies in communities with the most pressing needs and will listen and respond to what community partners and residents say their needs are
3. CCE will facilitate development of community-based research and engaged scholarship in collaboration with communities and their specific interests
4. To better educate and act together for critical social change, CCE will be sufficiently staffed and resourced, serve as a vital and sustainable hub, and foster communication and collaboration on and off campus.
5. Dominican will fulfill its mission to educate ethical leaders and global citizens who work in partnership with others to promote a more just world

Action Steps

1. Expand CCE staff to support larger community engagement framework.
2. Work with the Vice President of Institutional Effectiveness to develop assessment tools and practices that track and measure effectiveness (Fall).
3. Develop clear and consistent messaging about community engagement at Dominican.
4. Work with Advancement to apply for external funding.
5. Showcase student community-engaged research conducted in line with CCE principles at the Scholarly and Creative Works Conference (next spring).

COMMUNICATION AND IMPLEMENTATION

CCE's purpose and goals will be communicated through an internal campaign to build institutional understanding of the value of effective practices in community engagement with regard to among other things: graduation rates; workforce preparedness; employment rates after graduation; and various local, regional, and national commendations and other markers of prestige for the institution. Strengthening assessment and centralization of community engagement activities across the campus will also create more opportunities for higher external visibility and offer mutual benefits and support for various units including Public Affairs, Public Relations, Admissions, and Advancement. The logic model below is a living document of what is needed to accomplish the above stated goals, objectives, and action steps.



Civic Action Plan Goals and Action Steps Logic Model

Intentions / Intended Impact	Inputs (Resources)	Activities (Actions)	Outcome =
When this goal is met or the project implemented, success will look like: (describe features)	What resources are needed to make this happen? What org structure is needed to support the work?	What needs to get done? What activities will drive toward the outputs and outcomes?	Indicators that will help us be accountable

GOAL 1: Increase and Scaffold Community-Engagement Opportunities: As part of the Dominican Experience students will have access to a clearly communicated path of community-engagement opportunities that support Dominican's institutional learning outcome of Civic Skills and Social Responsibility

CORE CURRICULUM: SERVICE-LEARNING and GLOBAL LEARNING are integral to the Core Curriculum.	<ul style="list-style-type: none"> Faculty CCE Fellows with release time Vice President of Academic Affairs (VPAA) Dean of General Studies 	<ul style="list-style-type: none"> Develop community engagement learning outcomes, a plan for assessment Work with faculty to ensure a percentage of the Core Curriculum includes service-learning and Global learning courses Introduce community engagement and civic learning in New Student Orientation Week SL courses are given priority in scheduling Core Curriculum GL course proposals required to meet at least one core curriculum category 	<ul style="list-style-type: none"> SL and GL courses have priority scheduling/rotation in the Core Curriculum. By 2023, Service-Learning courses are available in each Core Curriculum category for student enrollment every semester. By 2023, a selection of Global Learning courses meet Core Curriculum requirements in all categories.
<p>SIGNATURE WORK:</p> <p>Students opt to do community-based signature work because there are clear structures, resources and early preparation.</p>	<ul style="list-style-type: none"> Faculty mentor who can support community-based research in the appropriate field Dominican Alemany Library Dominican Scholar Dominican Scholarly and Creative Works Conference Community partners and members 	<ul style="list-style-type: none"> Faculty development on aligning community-based signature work projects with CCE principles Train faculty in community-based research. Funding model developed to compensate faculty mentors. Guide students who take SL and GL courses in Core Curriculum to develop foundational relationships with organizations and develop research options. 	<ul style="list-style-type: none"> Release units for faculty mentors that reflect community-based research as an important goal. 10% of undergrad signature work or capstones each year is community-based. 5% of graduate signature work or capstones each year is community-based.
<p>DIGITAL PORTFOLIO:</p> <p>Community-engagement is visible and a core element in students digital portfolios</p>	<ul style="list-style-type: none"> Faculty CCE fellow with release time CCE staff Dominican Alemany Library 	<ul style="list-style-type: none"> Develop community engagement learning outcomes, a plan for assessment, and a universal prompt for critical reflection in digital portfolios. Insert community engagement in digital portfolio assessment metric 	<ul style="list-style-type: none"> 100% of graduating students will have documentation of community engagement in their digital portfolio (e.g. project-based learning, clinicals, fieldwork, community-based research, internships, global learning)
<p>INTEGRATIVE COACH and ADVISORS guide and support students in an integrative community engagement degree plan that expands and enriches educational and career opportunities, as well as personal values and passions.</p>	<ul style="list-style-type: none"> All Integrative Coaches and Advisors Dominican Student Advising Office CCE staff 	<ul style="list-style-type: none"> Develop menu of community engagement opportunities along a continuum Integrative coaches and advisors work with students to include community engagement experiences in their degree plans. 	<ul style="list-style-type: none"> Menu of community engagement opportunities Each student will have a map of how community engagement fits into their degree plan. Students will make an affirmative decision to include a certain number of community engaged experiences in their degree plans.
<p>COMMUNITY ENGAGED INTERNSHIP TRACK: Students will know about and access the opportunity to participate in the community engaged internship track.</p> <p>GRADUATE PROGRAMS: Community engagement will be integrated into appropriate Dominican graduate programs.</p>	<ul style="list-style-type: none"> CCE Advisory Director of Career Services Internship staff/schools Advisors Graduate Programs Graduate Program Faculty CCE Advisory Committee and Staff 	<ul style="list-style-type: none"> Create and highlight community-engaged internship tracks with established partners. Assess hard and soft skills 	<ul style="list-style-type: none"> 60% of internships are community-engaged Students acquire a defined set of soft and hard skills from community-engaged internships.

Intentions / Intended Impact	Inputs (Resources)	Activities (Actions)	Outcomes
GRADUATE PROGRAMS: Community engagement will be integrated into appropriate Dominican graduate programs.	<ul style="list-style-type: none"> Graduate Programs Graduate Program Faculty CCE Advisory Committee and Staff 	<ul style="list-style-type: none"> Identify appropriate graduate programs Identify opportunities for community engagement within graduate programs. Develop an action plan to integrate opportunities into program curriculum (e.g., faculty development on CCE principles, identification of administrative supports) Develop graduate level recognition for outstanding community engagement 	<ul style="list-style-type: none"> Menu of opportunities Program specific action plans Graduate students indicate participation in community engagement and address universal prompt in digital portfolio when appropriate. Graduate students are recognized for outstanding community engagement at graduation.

GOAL 2: A Culture of Effective Practices: Dominican faculty and staff will offer community-engagement opportunities in line with CCE principles that enrich student learning and make a positive impact in local and global communities.

Some faculty from all disciplines will offer community-engagement opportunities for student learning that embody CCE principles.	<ul style="list-style-type: none"> CCE Faculty Fellows with release time CCE staff Dominican Alemany Library 	<ul style="list-style-type: none"> Create a program of community engagement faculty fellows that support community engagement programming, research, and partnerships and outreach to faculty to promote community-engagement that aligns with CCE principles. (see Goal 1). CCE staff & fellows meet regularly with deans to discuss implementation of community-engagement opportunities Work with deans to promote effective practices in civic learning, community-engagement and community-engaged scholarship in their schools Substantial faculty and staff development that builds shared language, effective practices, and interdepartmental collaboration to implement community-engaged learning Create Google site with resources, glossarys, examples/case studies. Create newsletter that highlights community engagement across the campus. Develop funding model(s) to support faculty/staff learning community 	<ul style="list-style-type: none"> Faculty and staff understand and model effective practices of community engagement in their work. All disciplines will have some faculty who offer community engagement opportunities per the CCE principles.
School deans hire new faculty who have an interest in community-engaged pedagogies and scholarship	<ul style="list-style-type: none"> Deans Hiring Committee Chairs CCE Advisory Committee 	<ul style="list-style-type: none"> Design directive from senior level administration that requires job description and interview questions to include community-engagement experience and/or interest 	<ul style="list-style-type: none"> Faculty hires have or are supportive and interested in community engagement
Dominican celebrates and recognizes effective practices in community engagement.	<ul style="list-style-type: none"> CCE Advisory Committee 	<ul style="list-style-type: none"> Develop funding model to support awards, event, and scholarships. Create awards and/or certificates for community-engaged faculty, staff, and students and an event to recognize achievements Offer scholarships for faculty to attend and present at conferences related to community engagement 	<ul style="list-style-type: none"> Faculty and staff are recognized for effective community engagement practices.

Civic Action Plan Goals and Action Steps Logic Model

Continued

Intentions / Intended Impact	Inputs (Resources)	Activities (Actions)	Outcomes
Dominican explicitly values community-engaged teaching and scholarship in the tenure and promotion process	<ul style="list-style-type: none"> Faculty Performance Review and Evaluation Committee (PREC) Faculty Shared Governance Forum Senior Administration Dominican Alemany Library CCE Advisory Board 	<ul style="list-style-type: none"> Create clear messages for faculty and PREC regarding the value of community engagement as teaching and scholarship and research Collect data related to faculty teaching and scholarship in community engagement reported in tenure and promotion reviews Build awareness that CCE-related teaching and research is featured on Dominican Scholar and faculty can submit their work. 	<ul style="list-style-type: none"> Community-engaged research and community-engaged teaching and learning is searchable in the online database of tenure portfolios. Dominican Scholar features faculty research that includes community-engagement.

GOAL 3: Dominican has long-term, reciprocal community partnerships that deepen student civic learning and contribute to community well-being

Centralized data collection supports coordinated partnerships and facilitates student reflection on community engagement experiences	<ul style="list-style-type: none"> GivePulse CCE staff Dominican Alemany Library 	<ul style="list-style-type: none"> Train faculty and community partners to use GivePulse software CCE Staff provide oversight and support for GivePulse use. 	<ul style="list-style-type: none"> Faculty, staff, community partners use GivePulse to support meaningful learning/ work.
Community partners have increased presence on campus through sponsored events and guest speaking in classes and programs	<ul style="list-style-type: none"> Meeting spaces and event rooms 	<ul style="list-style-type: none"> Develop guidelines for the role of community partners on the CCE Advisory Committee. Community partners are available/ invited as guest speakers on campus. CCE collects, maintains and houses a list of community partners available for guest speakers. Develop a room rental policy exemption for co-sponsored events with core community partners 	<ul style="list-style-type: none"> Room rental policy for CCE community partners Community partner guest speaker list Community partners use Dominican resources
Community partners are valued and recognized co-teachers who embrace Dominican's CCE principles.	<ul style="list-style-type: none"> Community partners CCE Advisory Committee 	<ul style="list-style-type: none"> Award and recognize community partners for their contribution to community engagement programming at Dominican. Invite community partners to CCE meeting once a semester (to start) Present community partner appreciation awards 	<ul style="list-style-type: none"> Community partners are represented on the CCE Advisory Committee. Awards and recognition to community partners for their contribution to student learning
Dominican is known and plays a key role as a collaborator and contributor to community interests.	<ul style="list-style-type: none"> CCE Advisory Committee All Stakeholders including community partners 	<ul style="list-style-type: none"> Develop and offer multiple entry points and ways for students and faculty to engage with specific partners (internships/fieldwork, community-based research, one-time events, global learning, and special initiatives, etc.) Develop university/neighborhood partnerships. Systematically organize community engagement opportunities according to particular themes (e.g. Education, Healthcare, Environment etc.). Curate community partner "wish-list" to be matched with ongoing continuum of community engagement programming across the school. 	<ul style="list-style-type: none"> Increased number of engagement from students, faculty and community partners over three years.

Intentions / Intended Impact	Inputs (Resources)	Activities (Actions)	Outcomes
Shared agreements about roles and responsibilities for students, faculty, staff, and community partners	<ul style="list-style-type: none"> • CCE • Faculty • Community partners • Students • Staff 	<ul style="list-style-type: none"> • Train a CCE staff person to create and maintain program-specific and university-wide MOUs with community partners. • Develop templates for university-wide MOU's that outline roles & responsibilities of partnership. • Collect & maintain all community partner MOU's. 	<ul style="list-style-type: none"> • University-wide MOUs with most community partners by 2023 • Centralized storage of community partner MOU's

GOAL 4: Dominican is recognized as an active and valuable partner with local and global organizations and communities to promote social and environmental justice.

Dominican will have a strategic and sustainable integration of community-engagement curriculum and scholarship across the Dominican campus and in partnership with local and global organizations and communities.	<ul style="list-style-type: none"> • Vice President of Institutional Effectiveness • CCE Advisory Committee 	<ul style="list-style-type: none"> • Vice President of Institutional Effectiveness develops assessment tools and practices that track and measure effectiveness of community engagement. 	<ul style="list-style-type: none"> • CCE assessment reports at years 3 & 5.
Dominican will focus its energies in communities with the most pressing needs and will listen and respond to what community partners and residents say their needs are	<ul style="list-style-type: none"> • CCE Advisory Committee • Community partners • Community leaders and residents • CCE faculty • Dominican Alemany Library • Students • Staff 	<ul style="list-style-type: none"> • Identify and use data sources to prioritize outreach to community partners • Create community and population specific snapshots • Partner with a community-based organizations and/or government agencies to identify pressing community needs and investigate solutions. 	<ul style="list-style-type: none"> • Community snapshots for Marin County • Population-specific snapshots for Marin County • Report of community needs • Priority report for Dominican activities
CCE will facilitate development of community-based research and engaged scholarship in collaboration with communities and specific interests.	<ul style="list-style-type: none"> • CCE Advisory Committee • Dominican Alemany Library • Students • Faculty • Staff 	<ul style="list-style-type: none"> • Showcase community-engaged research conducted in line with CCE principles at the Scholarly and Creative Works Conference • Build on community-engaged research that is initiated in community-focused projects and classes. 	<ul style="list-style-type: none"> • Community-engaged research is visible and accessible to local, national, and global audiences.
To better educate and act together for critical social change, CCE will be sufficiently staffed and resourced, serve as a vital and sustainable hub, and foster communication and collaboration on and off campus.	<ul style="list-style-type: none"> • Dominican Advancement Office • Senior Administration • CCE Advisory Committee 	<ul style="list-style-type: none"> • Collaborate with Dominican Advancement Office to seek and apply for external funding for CCE • Expand CCE staff to support larger community engagement framework. 	<ul style="list-style-type: none"> • CCE meets its 5 year funding goals.
Dominican will fulfill its mission to educate ethical leaders and global citizens who work in partnership with others to promote a more just world.	<ul style="list-style-type: none"> • Everybody 	<ul style="list-style-type: none"> • Develop clear and consistent messaging about Dominican and community engagement across various platforms 	<ul style="list-style-type: none"> • Dominican is recognized as an anchor institution in Marin County

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