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Campus Civic Action Plan

Center for Civic Engagement
Illinois State University

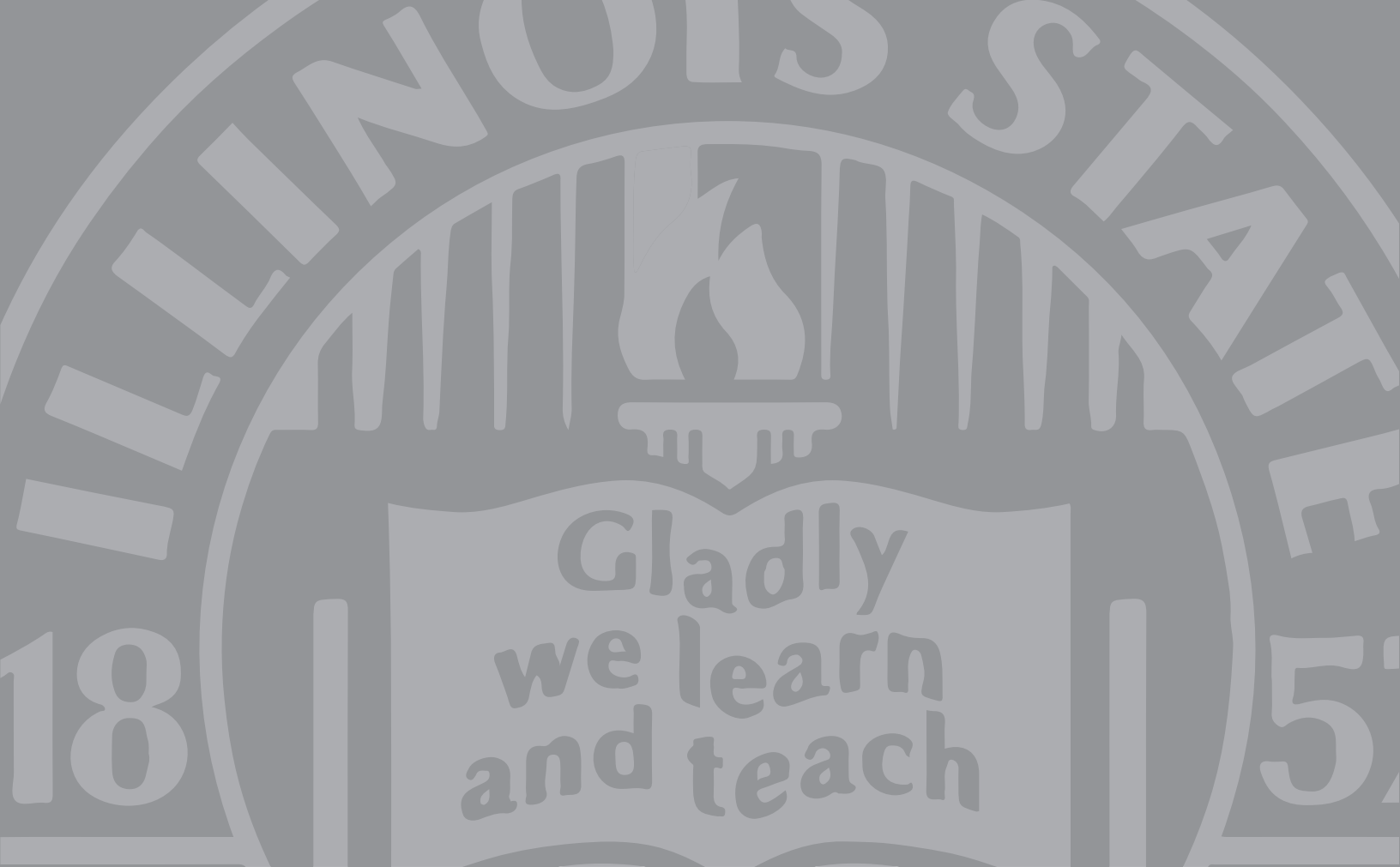
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Campus Civic Action Plan



ILLINOIS STATE
UNIVERSITY

Mission and Vision

Illinois State University seeks to infuse the five commitments made in the Campus Compact's 30th Anniversary Action Statement into the curriculum, co-curriculum, research, and institutional practice. Our goal is to make Illinois State University a steward of place and an institution that educates students for social and global justice, democratic participation, and leadership.

This goal builds upon Illinois State University's ongoing commitment to civic and political engagement, global citizenship, and community engagement as articulated in *Educating Illinois*, the University's strategic plan, and leverages the long-lasting and successful partnership between the Division of Student Affairs and the Division of Academic Affairs in promoting civic engagement on the Illinois State University campus.

The five 30th Anniversary Action Statement commitments will be integrated into existing curricular and co-curricular programs to foster a campus culture that embraces the five commitments and recognizes and rewards excellence in translating them into practice, to provide more resources to support faculty, staff, and students who work to implement these commitments, and to enhance the University's capacity to track community engagement activities.

Approach

Institutional Baseline

Illinois State University has long had a strong commitment to civic engagement, which is one of the University's five core values articulated in *Educating Illinois*. In addition to Illinois State's longstanding partnership between the Division of Academic Affairs/Provost's Office and the Division of Student Affairs, the Civic Action Plan seeks greater involvement of the other University divisions. A number of initiatives and programs that currently exist or are underway provide a very strong foundation on which the University can build in its effort to translate the five 30th Anniversary Action Statement commitments into practice. These initiatives and programs include:

1 The [American Democracy Project](#) (ADP), a campus wide civic engagement initiative that sponsors a variety of programs, such as the Political Engagement Project (PEP); the Civic Engagement and Responsibility minor; global engagement events; a week-long annual summer trip to Washington, D.C.; as well as "Redesign your Course for Civic Engagement," an annual series of professional development workshops for faculty seeking to reinvent one of their courses to more intentionally incorporate civic engagement.

2 The Division of Student Affairs is a NASPA Civic Learning and Democratic Engagement (CLDE) Institution since the inception of the initiative. Staff are building civic learning into Division goals and outcomes, creating civic engagement programming or services for students, and tracking CLDE activities within the Division.

3 A variety of curricular and co-curricular programs that are offered by different units of the University:

- a. Leadership development initiatives offered by the [Dean of Students Office](#) emphasize social change and civic engagement.
- b. [Diversity Advocacy](#), a unit within the Dean of Students Office, “works to foster civility and raising cultural awareness in students, faculty and staff.”
- c. [Stevenson Center for Community and Economic Development](#), which is “is dedicated to public service and global understanding.”
- d. [The Office of Sustainability](#) “directs Illinois State University’s sustainability efforts on and off campus through collaboration with faculty, staff, and students, and serves as a centralized portal for all related information. The Office provides guidance on incorporating environmental, economic, and social responsibility into the University’s operations, outreach, and academic programming.”
- e. [The Chicago Teacher Education Pipeline](#) “is grounded in social justice and works to cultivate and sustain innovative, resilient, and effective educators for urban schools and their communities.”
- f. Academic majors, minors, and certificates
- g. Registered Student Organizations

4 [The Center for Teaching, Learning, and Technology](#) provides support to “educators in their pursuit of excellence and innovation in teaching, student learning, and the effective use of technology,” including professional development opportunities and other resources for faculty who have an interest in incorporating civic and community engagement into their teaching.

5

The Center for Community Engagement and Service Learning (CESL), which opened in spring 2017, focuses on civic education, political engagement, and service learning. It serves as a central clearinghouse to facilitate community partnerships and as a steward of the institutional value of civic engagement and by extension the Civic Action Plan. CESL's staff includes an Assistant Director for Assessment, Data Management, and Grant Writing, whose work will address a significant gap in institutional data related to community engagement activities and impact, as well as be responsible for grant writing and gift development to fund new initiatives.

Effective July 1, 2017, civic engagement activities previously being offered by the Dean of Students Office including alternative break trips in the United States and abroad, and local community service opportunities, were moved to CESL. This reorganization allows for cohesion of core co-curricular programs as additional co-curricular and curricular initiatives are added. In addition, this allows for a centralized point of contact for the Bloomington-Normal community.

The Civic Action Plan is designed to connect with and build upon these programs and initiatives, leveraging the expertise, passion, and commitment to civic engagement that they bring to the campus community to translate the five commitments into practice. The plan will broaden and deepen the work that these programs already do to foster political engagement and active citizenship, educate students about social justice issues, hone student leadership skills, and build long-term campus-community partnerships.

Community Baseline

Illinois State University is located in McLean County (population 174,061), IL within the Town of Normal (population 54,594). Normal is a twin city to the City of Bloomington (population 78,730). Bloomington is the county seat for McLean County and home to all county social service agencies. 43 percent of McLean County residents have at least a bachelor's degree. The median household income is \$61,955. The median home value for Bloomington is \$153,500 and Normal's is \$160,000. 57 percent of Bloomington housing is single family and 30 percent of all housing is rental. In Normal, 53 percent of housing units are family households, with 45 percent identified as rental. McLean County's racial makeup is: 5.4 percent Asian, 7.6 percent Black, 4.8 percent Hispanic, 80.5 percent white, and 1.7 percent other. The median age is 33, but there is an anticipated 40 percent increase in the 65-74 age group by 2020. (See appendix for sources)

Bloomington-Normal has a solid transportation infrastructure. Connect Transit is the primary public transit system with 17 fixed routes. An Amtrak station is located in Uptown Normal providing travel service between Chicago, IL, and St. Louis, MO. The Central Illinois Regional Airport is located in Bloomington and hosts three airlines - American, Delta, and Allegiant.

Bloomington-Normal has a diverse and stable economic base comprised of agriculture, business, and higher education. There are two K-12 public school districts and multiple private schools. Bloomington-Normal is home to OSF St. Joseph Medical Center, a level 2 trauma hospital, and Advocate BroMenn Medical Center, a 221 bed acute care hospital. Both hospitals are not-for-profit and have a community focused mission. There are several large national corporations headquartered in the community that have a history of supporting civic engagement efforts at Illinois State University and also host initiatives that directly serve the community. In addition, Illinois Wesleyan University and Heartland Community College, also located in Bloomington-Normal, have articulated their commitment to civic engagement.

In 2014, The United Way of McLean County conducted a [community needs assessment](#) that identified funding priorities related to education, income, health and community strengthening. These priorities could serve as primary issues to address in developing future partnerships. A number of other community based studies, reports, and plans that identify community needs are listed in the appendix.

For the purposes of the Civic Action Plan outcomes, the word “community” primarily, but not exclusively, refers to Bloomington-Normal, IL. There are other existing campus-community partnerships outside of Bloomington-Normal, for example in Chicago, Decatur, and Champaign, IL. There is the likelihood that additional partnerships will emerge in Illinois, in the United States, and globally given the University’s ongoing internationalization efforts. Moving forward with the implementation of the civic action plan, “community” will be defined by a project’s or partnership’s needs.

Planning Team

The core planning team consisted of three individuals: Janet Paterson, Interim Director of the newly founded Center for Community Engagement and Service Learning; Harriett Steinbach, Coordinator of the Leadership and Community Connections (LCC) unit in the Dean of Students Office; and Noha Shawki, Associate Professor in the Department of Politics and Government and Faculty Co-Chair of the American Democracy Project. Jointly, these three individuals brought a diversity of perspectives and professional experiences to the task of developing the Civic Action Plan. All three of these individuals attended the Civic Action Planning Institute in St Louis, MO, in October of 2016. Paterson, Steinbach and Shawki were responsible for communicating and consulting with campus and community stakeholders, campus administrative groups, as well as content experts at every stage of the process of developing the Civic Action Plan. An open forum was held inviting interested parties to provide feedback. In addition, a draft report was posted on the University website soliciting written feedback.

Administrative groups and governing bodies involved:

1. Academic Deans
2. Department Chairs and School Directors
3. Academic Senate
4. Student Government Association (SGA)
5. The Student Affairs Council
6. The Division of Finance and Planning
7. The Division of University Advancement
8. Senior Staff in the Office of the Provost

Community resources and stakeholders involved:

1. United Way of McLean County
2. Not in Our Town
3. Advocate BroMenn Medical Center and OSF St Joseph Medical Center
4. City of Bloomington
5. Town of Normal
6. Illinois Wesleyan University
7. Heartland Community College
8. McLean County Regional Planning

Campus major stakeholders involved:

1. The Stevenson Center for Community and Economic Development
2. The Center for Teaching, Learning, and Technology
3. The Dean of Students Office Leadership Team and Coordinators
4. The Office of Sustainability
5. Illinois State Athletics
6. The Civic Engagement and Responsibility Minor
7. School of Communication Director
8. Innovation Consulting Community Program
9. Campus Climate Committee



Implementation

Once the Civic Action Plan is finalized and approved by the University President (June 2017), the core planning team will publicly present the plan to the campus community. Planning team staff members have advocated for the adoption of the Civic Action Plan outcomes into the next iteration of Educating Illinois and will serve as subject matter experts for the development of strategies. They will also monitor progress through Educating Illinois annual progress reports.

In fall 2017 an implementation team comprised of faculty, staff, and students will be created and be responsible for the implementation of the plan. The implementation team will also consider and may utilize other progress report mechanisms to monitor achievement of Civic Action Plan outcomes. Administrative groups, major stakeholders, and community partners will be updated on progress by the implementation/planning team three times per year.

Communication

We plan to share ideas, experiences, lessons learned, and best practices about civic engagement work at Illinois State University through different outlets and venues:

1 Illinois State University students, staff, and faculty regularly attend the American Democracy Project/Civic Learning and Democratic Engagement (ADP/CLDE) conference. Illinois State University recently rejoined Illinois Campus Compact and participates in state, regional, and national Campus Compact meetings and workshops.

2 Throughout the Civic Action Plan implementation process Illinois State University faculty, staff and administrators will request stories and interviews in local media outlets, including WGLT (the local NPR member station), local television networks, as well the Pantagraph (the local daily newspaper). Both WGLT and the Pantagraph feature local news and stories. The focus of these interviews and stories will vary and may include introducing the Center for Community Engagement and Service Learning to the broader community, launching Illinois State University's Civic Action Plan, and highlighting specific programs, projects, and campus-community partnerships that are developed as part of Civic Action Plan implementation.

3 Staff and administrators will request stories and interviews in student media outlets, including WZND (student radio station), TV-10 (student news and television station, and The Vidette (student newspaper).

4 Illinois State University faculty and staff intend to author short pieces for the American Democracy Project (an initiative of the American Association of State Colleges and Universities) blog to share information and perspectives about the development and implementation of the Civic Action Plan, as well as overviews of specific curricular and co-curricular programs and projects that contribute to the plan.

5 Illinois State University faculty and staff involved in civic engagement work hope to contribute to a variety of institutional publications at the University. Illinois State's University Marketing and Communications department publishes print and online versions of Redbird Scholar, a research-focused publication and Illinois State, a magazine for alumni and friends of the University. Illinois State's Media Relations department publishes the Report, a weekly online newsletter for faculty and staff, and Identity, a campus diversity online newsletter. Athletics publishes the Redbird Magazine in print. Communications specialists throughout the University contribute news stories to [News](#), the University online news hub as well as institution-wide social media accounts including Facebook, Twitter, Instagram, and Snapchat.

6 The Center for Community Engagement and Service Learning recently launched its website and social media accounts, and is planning an electronic and print magazine and a campus newsletter in the future. These are all new avenues for communicating with campus and community stakeholders about the Civic Action Plan and its implementation.

7 Faculty and staff plan to invite community partners to an event during 2017 at which the Center for Community Engagement and Service Learning will be highlighted and the Civic Action Plan introduced and discussed. Subsequently, community partners will be updated several times a year via an e-newsletter about Civic Action Plan implementation and about new projects, partnerships, and initiatives.

All of the above avenues of sharing Illinois State's institutional commitment to civic engagement, its Civic Action Plan, and examples of and data concerning civic engagement activities involving students, staff, and faculty will be important in making Illinois State University part of a broader conversation about the place of civic engagement in and public purpose of higher education. Within the Illinois State community of students, staff, faculty, and alums, communication initiatives can help foster an institutional culture that values and rewards civic engagement and facilitates gift development for civic engagement efforts. Locally, communication efforts can help facilitate campus-community partnerships by providing potential partners with information, new ideas for collaboration, and innovative partnership models. Nationally, communication efforts can make Illinois State University an active participant in the collective efforts by staff, students, and faculty at colleges and universities around the country to advance the five commitments of the 30th Anniversary Action Statement.

Illinois State University Civic Action Plan Outcomes

Commitment	Outcome	Type of Change	(Tool for) Measure(s)	Indicator(s) <small>(direction of change from current status)</small>
<p>#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 community beyond the campus - nearby and around the world</p>	<p>Ongoing, long-term, formal campus-community partnerships established</p>	<p>Sustainable capacity development</p>	<p>Partner feedback loop created and utilized</p> <p>Center for Community Engagement and Service Learning (CESL) tracking systems / data collection processes established</p> <p>Formal memorandums of understanding (MOUs) with select community partners are created</p> <p>Track faculty Scholarship of Teaching and Learning research that focuses on civic engagement</p>	<p>MOUs with community partners established</p> <p>Increased number and types of projects completed over five years</p> <p>Increased number of community needs met</p> <p>Increased number of skill building opportunities for faculty/staff, students, and partners to effectively engage in partnerships</p> <p>Increased amount of funding available for Civic Engagement Learning Grants</p>
<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.</p>	<p>Faculty incorporate community engagement pedagogy into their teaching</p> <p>Staff incorporate service learning concepts and approaches to co-curricular activities</p>	<p>Sustainable capacity development</p> <p>Culture</p>	<p>Data from Center of Teaching, Learning, and Technology on community engagement professional development events</p> <p>Reports of faculty activities</p> <p>Student Affairs assessment (Baseline/Compliance Assist) reports</p> <p>FSSE (Faculty Survey of Student Engagement)</p> <p>NSSE (National Survey of Student Engagement)</p>	<p>Increased number of community-engaged courses offered where baseline measures are low</p> <p>Increased intentional assessment of student civic engagement by faculty/staff</p> <p>Increased number of faculty attending professional development events focused on integrating community engagement in the curriculum</p> <p>Increased number of Civic Learning and Democratic Engagement (NASPA) initiatives</p>

Commitment	Outcome	Type of Change	(Tool for) Measure(s)	Indicator(s) <small>(direction of change from current status)</small>
#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.	<p>Students demonstrate civic skills and behaviors</p> <p>Students examine privilege and oppression through community engagement activities</p> <p>Graduates of ISU demonstrate civic behaviors they attribute to influence of ISU experience</p> <p>Alumni internalize civic engagement as a lifelong responsibility</p>	<p>Capacity</p> <p>Culture</p>	<p>CIRCLE (Tufts University's Center for Information and Research on Civic Learning & Engagement) Instrument administered in select courses to current students</p> <p>Town of Normal and City of Bloomington data</p> <p>Post-graduation data on community engagement and civic behaviors</p> <p>Student journal entries/artifacts</p>	<p>Increased community involvement by students and graduates of ISU</p> <p>Increased student participation in Town of Normal and City of Bloomington initiatives e.g. commissions and council meetings</p> <p>Enhanced awareness of privilege among students and graduates</p>
#3 We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities - economically, socially, environmentally, educationally, and politically.	<p>Participate in collaborative community problem solving and planning, as defined by the community.</p> <p>Forums with civil discourse, where multiple perspectives are presented, exist.</p>	Culture	<p>Assessment tool that measures faculty/staff/student participation in community problem solving (to be created)</p>	<p>Increased number of invitations by community entities for ISU to participate in community deliberations, planning and problem solving</p> <p>Increased number of "Innovation Consulting Community" projects addressed.</p>
#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.	<p>Students demonstrate an awareness of social and economic inequality</p>	<p>Culture</p> <p>Capacity</p>	<p>Reports of faculty activities</p> <p>List of co-curricular campus events and activities</p> <p>NSSE (National Survey of Student Engagement)</p>	<p>Increased number of students participating in programs that are defined by sponsor as addressing economic and social inequality</p> <p>Increased number of courses that explore the topic of inequality, as defined by faculty member/course syllabus where baseline measures are low</p>

Commitment	Outcome	Type of Change	(Tool for) Measure(s)	Indicator(s) <small>(direction of change from current status)</small>
<p>#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.</p>	<p>Efforts by Illinois State University, Illinois Wesleyan University and Heartland Community College are regularly communicated among the three institutions</p> <p>Coordination of programs where appropriate</p>	<p>Capacity</p>	<p>Agency assessment tool (to be created)</p>	<p>Increased ISU presence in community collaborative problem solving</p> <p>Decreased duplication of efforts across and within institutions</p>
<p>#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.</p>	<p>Applied research focusing on economic and social inequality and democratic processes is supported</p>	<p>Capacity</p>	<p>Library research guides that focus on inequality</p> <p>Student Research Symposium</p> <p>Reports of faculty activities</p>	<p>Increased number of faculty and students researching social inequality and democratic processes (as defined by the researcher)</p>
<p>#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.</p>	<p>Community engagement by faculty, staff, students, and campus units is recognized</p> <p>Community engagement by the institution is recognized</p>	<p>Culture</p>	<p>Web analytics</p> <p>Civic engagement awards</p> <p>National recognition/awards</p>	<p>Increased number of nominations for awards</p> <p>Increased number of members of ISU community who attend Civic Engagement Day celebration</p> <p>Increased number of Report Articles and News stories on CE activities</p>

Commitment	Outcome	Type of Change	(Tool for) Measure(s)	Indicator(s) <small>(direction of change from current status)</small>
#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.	All administrative departments understand how their work contributes to the institution's civic mission/purpose	Culture	Educating Illinois Progress Reports Civic engagement awards nominations of administrative units Department mission statements and strategic plans	Increased submissions pertaining to civic engagement to the Educating Illinois progress report Increased number of civic engagement awards nominations Increased number of explicit references to civic engagement in department missions and planning documents
#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.	New iteration of Educating Illinois reflects centrality of public purpose	Culture	Educating Illinois	Additional language regarding centrality of public purpose

*Indicators listed reflect the direction of change (increase or decrease). The implementation team will determine measurable targets once baseline data is known/available.

**The terms civic engagement and social justice appear in the Values section of the current version of the Institution's strategic plan Educating Illinois. The additional terms "social inequality" and "economic inequality" appear in this plan as part of Commitment #4. For those seeking clarification of the concepts of civic engagement, social justice, social inequality, and economic inequality contained in the plan, we provide definitions from the literature in the appendix. Whereas we offer definitions in this plan for those seeking guidance, at the same time we respect the rights of those engaged in this work and a faculty member's academic freedom related to research and teaching to operate from other accepted definitions in the literature and current practice.

Appendix

Definitions

CIVIC ENGAGEMENT: Civic engagement is “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life-enriching and socially beneficial to the community. This is the definition utilized by the general education curriculum at Illinois State University.

SOCIAL JUSTICE: Social justice is the virtue, which guides us in creating those organized human interactions we call institutions. In turn, social institutions, when justly organized, provide us with access to what is good for the person, both individually and in our associations with others. Social justice also imposes on each of us a personal responsibility to work with others, at whatever level of the “Common Good” in which we participate, to design and continually perfect our institutions as tools for personal and social development ([Center for Economic and Social Justice](#)).

SOCIAL INEQUALITY: Social inequality is “...the existence of unequal opportunities and rewards for different social positions or statuses within a group or society.” This definition was found in numerous online locations and may be perceived as common knowledge. Statuses and positions, as used here, refers to race, gender, ethnicity, age, sexual orientation, immigrant status, class, and more. This term may be associated with Patricia Hill-Collins, David B. Grusky, and William Julius Wilson.

ECONOMIC INEQUALITY: Lars Osberg defines economic inequality as “Differences among people in their command over economic resources.” Literature on economic inequality (including Osberg) refers to economic resources as income and wealth/assets. Inequality, a relative term, refers to the difference between levels of living standards and income. Income inequality refers to the extent to which income is distributed in an uneven manner (gaps) in a population.

Cited :

- [BN Economics Development Council 2016 Demographic Profile](#)
- [McLean County Economic Development Council](#)
- [The United Way of McLean County reports](#)
 - Community Health Improvement Plan 2017-19
 - Community Needs Health Assessment (United Way)
 - The 2014 Community Assessment

Additional resources:

- [Town of Normal 2040 Vision](#)
- [City of Bloomington 2010-2025 Strategic Plan](#)
- [Educating Illinois 2013-2018: Individualized Attention, Shared Aspirations](#)

