



**Civic Action Plan
Salve Regina University
May, 2017**

EXECUTIVE SUMMARY

Salve Regina University's Civic Action Plan seeks to strengthen our commitment to living out our Mercy mission and vision in increasingly tangible and measurable ways. This plan envisions a transformation of our institution by focusing on the Five Critical Concerns of the Sisters of Mercy (Earth, Immigration, Women, Racism, and Non-Violence) as the basis for social action. We will adopt a four-year cycle with each year focused on one of the Critical Concerns and a baseline of non-violence. This thematic approach will allow for coordinated as well as unit-specific programs, opportunities to engage with multiple community partners, and the assurance that each student cohort will encounter Salve Regina's mission in action—embodied in the Mercy Critical Concerns. It positions Salve Regina, a community of learners and teachers, as a site for building relationships of trust and mutual respect that enable purposeful action with our partners for the common good.

A campus-wide Community and Civic Engagement Steering Committee will provide overall guidance and monitoring of our Civic Action Plan's implementation. Full implementation will roll-out over a four year period as tied to our four-year Critical Concerns cycle:

- Year One (2017-2018) – Race
- Year Two (2018-2019) – Earth
- Year Three (2019-2020) – Women
- Year Four (2020-2021) – Immigration
- All Four Years – Non-violence

The Salve Regina University Civic Action Plan, while attentive to all five of the Campus Compact commitments, prioritizes two. The outcomes listed below provide a foundation for us to operationalize the Critical Concerns of the Sisters of Mercy in our community and civic engagement work.

- 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 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.

Our plan is anchored by division-specific signature programs that embed civic engagement and community learning into academic and campus life with the intent to develop awareness of the responsibilities of citizenship and stewardship of the earth and change-oriented strategies that transform individuals, our institution, and the larger community. Focusing on socioeconomic inequality underscores our mission's focus on promoting universal justice. Coordinating and assessing our efforts with intentionality will promote institutionalization of civic and community action and the transformation of our culture and administrative structures.

Civic Action Plan

VISION/MISSION

As a University founded by the Sisters of Mercy, Salve Regina is a community committed to the service of others, guided by the Critical Concerns of the Sisters. The University's Vision states that we believe the "world desperately needs a new kind of leadership – one predicated on a willingness of leaders to turn empathy into action, to walk with others through the challenges of our world, and to empower others." And that "we challenge ourselves to achieve academic excellence through disciplined development of skills and knowledge, and to cultivate the spirit of Mercy within ourselves – to see, to care, and to act for the good of others." This bold vision drives our institutional commitment to community and civic engagement and forms a centerpiece of our University's Strategic Plan as one of four Transformational Priorities.

Salve Regina University's Civic Action Plan seeks to strengthen our commitment to living out our mission and vision in increasingly tangible and measurable ways. This plan envisions a transformation of our institution by focusing on the Five Critical Concerns of the Sisters of Mercy (Earth, Immigration, Non-Violence, Racism, and Women) as the basis for social action. The plan expresses our understanding of complex social problems and social injustice as interconnected and deploys the power of collaborative knowledge construction grounded in empathy for community development.

APPROACH

Working intentionally to align our Mercy Critical Concerns-based approach with Campus Compact's Commitments Two and Four, we will adopt a four-year cycle with each year focused on one of the Critical Concerns and a baseline of non-violence. This thematic approach will allow for coordinated as well as unit-specific programs, opportunities to engage with multiple community partners, and the assurance that each student cohort will encounter Salve Regina's mission in action—embodied in the Mercy Critical Concerns. It positions Salve Regina, a community of learners and teachers, as a site for building relationships of trust and mutual respect that enable purposeful action with our partners for the common good.

Our plan is anchored by division-specific signature programs that embed civic engagement and community learning into academic and campus life with the intent to develop awareness of the responsibilities of citizenship and stewardship of the earth and change-oriented strategies that transform individuals, our institution, and the larger community. Focusing on socioeconomic inequality underscores our mission's focus on promoting universal justice. Coordinating our efforts with intentionality will promote institutionalization of civic and community action and the transformation of our culture and administrative structures.

Academic Affairs

Academic Affairs' approach to the Civic Engagement Plan involves course-based projects that are embedded in the general education (core) and departmental curricula, linked curricular and co-curricular programming for civic engagement, and scholarship and action research that is undertaken by faculty and/or students in active collaboration with community partners. Projects will be intentionally developed by faculty and community partners to meet community needs and to involve students in the application of disciplinary and interdisciplinary knowledge and skills in and beyond the classroom. The transformational promise of our work is rooted in our efforts to augment a strong history of community service with an intentional focus on supporting social change-based "knowledge projects" in the larger Rhode Island community. We are focused on developing a "both/and" approach that values the service that students, faculty, and staff contribute to community organizations while deepening the potential impact of our strengths as an institution dedicated to the production of knowledge.

As the Civic Engagement planning commenced at Salve Regina, we had already been awarded a 3-year grant from the Davis Educational Foundation (July, 2016-2019), "Integrated Learning for Civic Engagement," to integrate civic engagement more fully in our curriculum and to do so with community partners as collaborators in this work. Toward that end, a committee of faculty developed course criteria and rubrics based upon best practices and modeled after the VALUE Rubrics disseminated by the AAC&U. These form the basis for our civic engagement course model that is being piloted in six designated Civic Engagement courses during the 2016-17 academic year and will inform our work going forward as we fold this previous work into this Civic Action plan. We are focused on both the quality of student learning and enhancing our community impact through reciprocal knowledge transfer in community with our partners. We have also prioritized faculty development and resource development to strengthen our efforts over time.

The primary components of the grant project that anchor the academic component of our Civic Action plan involve the formation of Faculty Learning Communities (FLC) on Civic Engagement over three years (including the one in progress), a Community Partner Learning Community in the second year of the project which is currently being constituted, and a series of faculty development workshops to strengthen local expertise and promote campus-wide support. We are building a rotation of Civic Engagement sections of courses designed around a set of common student learning outcomes and measures of community impact that will be assessed regularly. Community partners will be engaged in the process of vetting outcomes and measuring local impact. Partnering with community agencies will increase the likelihood that faculty will develop engaged scholarship and action research projects in our community and that students

will apply their knowledge and skills in a manner that intentionally connects to the university's strategic plan and the Mercy Concerns that shape our Civic Action initiative.

The learning community for Community Partners (CPLC) will be convened during the inaugural year of the Civic Action Plan. Community partners will meet once per month over the year – including some joint meetings with faculty developers and invited consultants – to provide a space for planning projects, building community with faculty and staff, and providing local expertise regarding community needs.

Already, faculty from numerous departments are participating in the delivery of civic engagement courses premised on a social change model that is focused on “preparing students for lives of engaged citizenship” as active problem solvers and leaders. We intentionally focus on “challenging prevailing social and economic inequalities,” through course materials and community projects, and this focus will be more targeted as we roll out the Mercy Critical Concerns cycle of the Civic Action Plan. We will develop a critical mass of engaged faculty and students whose commitments are enhanced by co-curricular and extra-curricular components of the plan and the staff and administrators who support them.

Taken together, the faculty and partner development work that is grant funded until 2019 will provide a committed core of faculty with deepening relationships to the community, a core of community partners with whom we strengthen positive change in our communities, and an institutional structure through which to identify courses, administer assessments, link with other units' signature programs, and welcome community partners into a continuing dialog and relationship-building process. As the heart of our academic enterprise, Academic Affairs' leadership on this initiative will institutionalize civic and community engagement that "empowers ourselves and our partners" in our division and beyond.

Student Affairs

Student Affairs will support the Civic Action Plan primarily through the Center for Student Development and the Office of Multicultural Programs. Other organizations such as the Office of Student Activities, Campus Activities Board, Dean of Students Office, and many more can also support the Civic Action Plan by instilling the Critical Concerns of Mercy and themes in their programs and planning.

The Center for Student Development (CSD) serves as a hub for first year experience, co-curricular learning, and leadership. The CSD leads and facilitates the Navigator Leadership Development Program which is a voluntary four-year trajectory leadership program that promotes social responsibility and leadership development by focusing on core values at the individual, group, and societal levels. This program has finished its first year, and the current rising sophomores will continue in their second year of the program while the Center will welcome the new Navigators first year students in the fall. Starting in the first year and throughout their four years, students will attend a certain number of co-curricular programs and

workshops that help them explore the core values drawn from the Social Change Model of Leadership¹.

The Social Change Model of Leadership suggests there are seven core values that affect change, and exploration and development of these core values are aligned with students' four class year experiences at Salve Regina. Each year of the program has a theme with the first year focused on self-exploration and personal identity (core values: consciousness of self, congruence, and commitment). The second year of the program is focused on working in groups (core values: collaboration, common purpose, and controversy with civility). In the third year, Navigators will begin to articulate the communities that are aligned with their beliefs and values and begin to actively engage with the communities to create change (core values: citizenship). In their senior year, Navigators will engage in conversations about how their development and exploration in the individual, group, and community levels will help them to continue to use their skills and abilities in the service of others and to also help them develop a plan for continuing to use these skills in future careers (core value: change). Although there are only seven core values from the Social Change Model of Leadership, we created the eighth core value – change - to accompany our fourth year, and we see it as a crucial component of the students' leadership development.

The Navigator Leadership Development Program will encourage Navigators to critically think about their beliefs, values, and interests and to better understand how to work with others to create change or advocating for things they hold to be important to the larger communities. The themes from the Critical Concerns of Mercy will also be infused in our co-curricular programming and discussions.

Working closely with the Center for Student Development, the Office of Multicultural Programs will design a cultural competency track within the Navigator Leadership Development Program. Navigators interested in cultural competency development will participate in the Navigator Leadership Development Program's track focused on promoting diversity and inclusion. In addition to the Navigator program requirements, this group of Navigators will participate in specific programs that support their development in cultural competency while also placing their cultural competency development in the context of the Social Change Model core values of that particular year. These Navigators develop cultural competency through participation in existing Office of Multicultural Programs and Retention co-curricular programs.

Navigators who chose to participate in the cultural competency track will develop their individual values regarding multicultural competency in the first year of the program. They will participate in the Multicultural Leadership Retreat, attend Multicultural Education Week, and select one University 101 course (to be determined). The Critical Concerns of this course will be Anti-Racism and Nonviolence. In the second year of the program, students will begin to develop their group values regarding multicultural competency. They will volunteer for Multicultural Education Week, choose to live in the Multicultural Living and Learning community and select one core required course. The Critical Concerns for this course will be Anti-Racism and Earth. In the third year of the program, students will continue to develop their group values and begin to develop their societal values regarding multicultural competency. They will participate in the

¹ Higher Education Research Institute. (1996). *A social change model of leadership development guidebook. Version III*. Los Angeles, CA: Higher Education Research Institute.

Civil Rights Bus Tour, present at Multicultural Education Week, and may select one specialized course that will focus on the Critical Concerns of Anti-Racism and Immigration. In the final year of the program, students will continue to develop their societal values regarding multicultural competency. They will participate in a capstone experience and facilitate Multicultural Education Week. The Critical Concerns for this specialized capstone course will be Anti-Racism and Women.

After completion of the each year of the Navigator Leadership Development Program, including the cultural competency track, Navigators will be recognized and awarded a certificate of completion of that particular year. At the end of the four years of the program, all Navigators will receive an honorary pin or cord that signifies the completion of the program and their development as socially responsible leaders at their Honors and Awards Ceremony at Commencement.

The Center for Student Development will assist students to clearly define their own communities and articulate a vision for healthy communities. CSD expects that they will connect the work of the groups they lead to greater efforts in their community and directly participate in community engagement and good citizenship. As part of the Navigator Program, students complete a self-reflection at the end of each year in the program, and a team of readers assesses students' reflections using a rubric. From the reflections, we can see how students are using what they learned about themselves and working with others to actively engaging in their communities. We can also see how their involvement in the community can encourage them for lives of engaged citizenship with the motivation and capacity to deliberate, act, and lead in the pursuit of the public good.

In addition, through the cultural competency track in Navigator, the Office of Multicultural Programs expects that students will learn how to understand their identity from a societal perspective and will learn how to understand the need to be open to learning about their own identity and those of others. They will examine information on perspectives of social group of which they are not members. Students will engage in exercises that may challenge their current perceptions and/or understandings of people in differing social groups. In addition, students will be able to recognize the cues that signal when privilege and oppression take place on both an individual and institutional level. They will explore ways in which they can challenge individual and institutional privilege and oppression. Students also will learn ways to further their understanding of social group identities and what their responsibilities are to society and how to be socially responsible.

The CSD and the Office of Multicultural Programs envision working with departments across campus to encourage them to host co-curricular programs that not only promote the core values drawn from the Social Change Model of Leadership but also the Critical Concern of the year. The CSD will have also have a fund from which faculty can request monies to support their co-curricular programming if they meet the criteria of the Navigator Leadership Development Program and the Critical Concern of the year. These co-curricular programs will not only introduce students to the Critical Concerns of the year but also provide students the opportunity to examine these concerns at the level in which they are exploring. It is also important to note that although the Navigator Leadership Development Program and the anticipated cultural

competency track within that program may only apply to a certain percentage of Salve Regina students, the co-curricular programs that are offered by departments across the campus are open to all students. The Navigator program draws from these co-curricular programs, and it is our hope that this Civic Action Plan will stimulate offices and departments across the campus to host themed-Critical Concerns programs.

Mission Integration

In order to work toward the vision/mission of our civic action plan, the Office of Community Service and the Mercy Center for Spiritual Life will continue to build the collaborative relationship between our units and include as many voices (community partners, students, faculty, staff, offices, departments, etc.) in that approach as possible. We will develop stronger leaders by educating ourselves and our students to understand the ever-changing needs in our campus community and beyond, in order to create service programs based on the articulated needs of the community.

The Office of Community Service and the Mercy Center for Spiritual Life will sustain existing programs and create meaningful new programs with tradition and sustainability that reflect the university's new strategic plan along with the commitments of Campus Compact. In addition, our work will support Salve Regina University as we continue to create an environment that fosters service as an action from the heart, not only a graduation requirement or component of achieving tenure, recognition, etc. Incorporating service into students' daily life will establish patterns such that when they leave Salve Regina, service remains a deep-rooted and ingrained part of their identity. Toward this end, we will adhere to a collaborative approach to program development to emphasize of the yearly theme from among Critical Concerns (earth, immigration, racism, and women) and the concurrent focus on nonviolence. Our offices will maintain and seek out collaborative efforts throughout the campus community to make these programs meaningful, engaging and measurably successful in meeting outcomes of the Civic Action Plan.

OUTCOMES

Focal Commitments of the Salve Regina Civic Action Plan

The Salve Regina University Civic Action Plan, while attentive to all five of the Campus Compact commitments, prioritizes two. The outcomes listed below provide a foundation for us to operationalize the Critical Concerns of the Sisters of Mercy in our community and civic engagement work.

- 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 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.

Academic Affairs

Academic Affairs will prioritize civic and community engagement in our faculty and curricular development, in research and scholarship, and in linking curricular and co-curricular initiatives for the common good. In that way, we will lead and model integrated learning for community and civic engagement.

- Salve Regina students, faculty, and staff will demonstrate civic and community engagement in the context of the larger community and in the pursuit of universal justice
- Salve Regina students, faculty, and staff will reflect upon and analyze the effects of their own actions in the context of the larger community and in the pursuit of universal justice.
- Students will demonstrate capacity to apply and integrate the disciplinary and/or interdisciplinary knowledge (concepts, facts, theories) in their class to their work in the community and participation in civic life.

Student Affairs

Through the Navigator Leadership Development Program and the cultural competency track within Navigator:

- Students will clearly define their own communities and articulate a vision for healthy communities (Navigator)
- Students will connect the work of groups they lead to greater efforts in their community and directly participate in community engagement and good citizenship (Navigator)
- Students will gain information on their social identity in order to understand when they are a target and agent in today’s society (Navigator Cultural Competency Track)
- Students will learn to confront/shift perceptions and learn perspectives of differing social identities (Navigator Cultural Competency Track)
- Students will develop an action plan to further their journey of understanding of social group identities (Navigator Cultural Competency Track)

Mission Integration

By working across the campus community and with community partners, the Office of Community Service and the Mercy Center for Spiritual Life will:

- Sustain existing programs and create meaningful new, sustainable programs and traditions that promote civic engagement and comprehension of socioeconomic inequality.

- Continue to create an environment that makes service an action from the heart. Incorporate service into students' daily life so that when they leave Salve, service remains a deep-rooted and ingrained part of their identity.

Institutional

- Salve Regina will prioritize and improve collaboration and coordination around civic and community engagement.

Outcomes Table – Salve Regina University Civic Action Plan

Outcomes	Type of Change	Commitments 2 and 4	Measure(s)	Indicator(s)
Salve Regina students, faculty, and staff will demonstrate civic and community engagement in the context of the larger community and in the pursuit of universal justice	Personal and Social Change Community development Mission –in-action Reciprocity	We will develop faculty, students, and staff as citizen leaders and change agents through providing opportunity and incentive structures for community and civic engagement (campus events, trainings, resources for professional development, tenure and promotion recognition)	Student metacognitive essays and signature project engagement. Faculty end-of-year reports and department reports Staff service award nominations and annual reviews. Departmental and program annual reports 5-year program review	Increased student participation in CE-designated courses, internships, community research. Increased Faculty research, scholarship, and civic engagement in community organizations and initiatives across departments. Grant acquisition for community action research. Participation of staff in civic engagement activities
Salve Regina students, faculty, and staff will reflect upon and analyze the effects of their own actions in the context of the larger community and in the pursuit of universal justice	Personal and Social Change Mission-in-action	We will develop faculty, students, and staff as citizen leaders and change agents through providing opportunity and incentive structures for community and civic engagement (campus events, trainings, resources for professional development, tenure and promotion recognition)	Student and faculty metacognitive essays and signature project engagement. Departmental and program annual reports. 5-year program review	Increased self-awareness of individuals as agents for social change Institutional leadership will continually engage in promoting our commitment to civic and community engagement

Salve Regina will prioritize and improve collaboration and coordination around civic and community engagement	Institutional structure and culture	Formation of Steering Committee comprised of civic action planners, faculty, students, community partners, and key stakeholders	Collaboratively produced events, trainings, and programs Departmental and program annual report	Permanent institutional site for coordination, communication, and assessment Participation in events, training, and programming Senior leadership exposure and training on civic and community engagement
Students will demonstrate capacity to apply and integrate the disciplinary and/or interdisciplinary knowledge (concepts, facts, theories) in their class to their work in the community and participation in civic life (Academic Affairs - this is specific to Civic Engagement Courses)	Critical thinking and skill acquisition for engaged citizenship Praxis	We will intentionally integrate Mercy concerns as topics of inquiry, deliberation, and action in curriculum We will increase analysis of structural violence and socioeconomic inequality across the curriculum	Civic engagement SLOs and associated rubric Course and department-specific SLOs and rubrics Formative and summative assessments	Increasing student proficiency in critical thinking, problem solving, and civic engagement activities as citizen-scholars Quality and impact of signature projects in CE classes assessed by instructors and partners
Students will clearly define their own communities and articulate a vision for healthy communities (Navigator)	Personal and Social Change	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	Learning Outcomes Assessment through self-reflections required by students in Navigator	Advanced demonstration of articulation of own communities and vision for healthy communities
Students will connect the work of groups they lead to greater efforts in their community and directly participate in community engagement and good citizenship (Navigator)	Personal and Social Change	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	Learning Outcomes Assessment through self-reflections required by students in Navigator	Advanced demonstration of direct engagement with community and civic work

<p>Students will gain information on their social identity in order to understand when they are a target and agent in today's society (Navigator Multicultural Competency Track)</p>	<p>Cultural Awareness</p>	<p>We will provide our students with appropriate reflection tools in order to become more self-aware of their social identity</p>	<p>Learning Outcome Assessment through both formal qualitative and quantitative assessment methods at the end of each learning experience</p>	<p>Students will be able to clearly identify and articulate how social identity's have impacted and continue to impact their life</p>
<p>Students will learn to confront/shift perceptions and learn perspectives of differing social identities (Navigator Multicultural Competency Track)</p>	<p>Cultural Awareness</p>	<p>We will provide our students with appropriate tools in order to confront/shift the perceptions of other members of the society</p>	<p>Learning Outcome Assessment through both formal qualitative and quantitative assessment methods at the end of each learning experience</p>	<p>Students will develop a deeper commitment to challenge the perspectives of others</p>
<p>Students will develop an action plan to further their journey of understanding of social group identities (Navigator Multicultural Competency Track)</p>	<p>Advocacy</p>	<p>We will assist students in developing a lifelong commitment to social justice advocacy.</p>	<p>Learning Outcome Assessment through both formal qualitative and quantitative assessment methods at the end of each learning experience.</p>	<p>Students will become advocates for social justice awareness.</p>
<p>The Office of Community Service and the Mercy Center will sustain existing programs and create meaningful new, sustainable programs and traditions that promote civic engagement and comprehension of socioeconomic inequality</p>	<p>Community Needs and Development</p>	<p>We will assist students, faculty, and staff to understand the needs of the community and the lives and experiences of diverse others</p>	<p>Individual and group self-reflection Monitor student service with in-house engagement tracking system Departmental annual reports Community impact measures</p>	<p>Students will demonstrate deeper commitment to service and civic engagement beyond the 10 hour graduation requirement. Students will understand structural conditions that produce community needs. The Salve community will know why and how to become involved</p>

<p>Continue to create an environment that makes service an action from the heart. Incorporate service into students' daily life so that as Salve alumni, civic engagement remains a deep-rooted aspect of their identity.</p>	<p>Mercy Integration</p>	<p>We will promote service and encourage students to develop their own service and engagement projects as student leaders.</p>	<p>Individual and group self-reflection. Departmental annual reports. Alumni surveys.</p>	<p>Increased demonstration of civic engagement and voluntarism of students over four years. Alumni demonstrate lives of service and engagement in their communities Alumni involvement in Peace Corps, AmeriCorps, community organizations, political life, etc.</p>
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Timeline and Accountability

Activity	Date	Responsible	Status
Facilitation of Navigator Leadership Development Program (1 st and 2 nd years), including the first year of the cultural competency track	Fall, 2017	Center for Student Development & Office of Multicultural Programs	In Progress
Faculty Diversity and Inclusion Fellows – Course development and delivery	AY 2017-2018	Academic Affairs, Provost's Task Force on Diversity and Inclusion	In progress
Service Advocates and Mercy in Motion cadres	AY 2017-2018	Office for Community Service and Mercy Center for Spiritual Life	In progress
Integrated Learning for Civic Engagement Faculty Learning Community – Civic Engagement course development and delivery	AY 2018, 2019	Academic Affairs, Senior Faculty Fellow	In progress

Integrated Learning for Civic Engagement Community Partner Learning Community – project development	AY 2018	Academic Affairs, Senior Faculty Fellow	In progress
Assessment of student learning in Navigator Leadership Development Program, including cultural competency track	All four years	Center for Student Development	In progress
Assessment of student learning and community impact of civic engagement courses, student internships, faculty research and scholarship of engagement	All four years of cycle	Academic Affairs/Dean of Undergraduate Studies/Academic departments	In progress
Assessment of Community Impact of Civic Engagement projects and service provision	All four years of cycle	Academic Affairs, Mission Integration, Student Affairs	In progress

Implementation

A campus-wide Community and Civic Engagement Steering Committee will provide overall guidance and monitoring of our Civic Action Plan's implementation. Vice Presidents and division directors will share responsibility for timely implementation. Full implementation will roll-out over a four year period as tied to our four-year Critical Concerns cycle:

- Year One (2017-2018) – Race
- Year Two (2018-2019) – Environment
- Year Three (2019-2020) – Women
- Year Four (2020-2021) – Immigration

All four years – Non-violence

Task	Responsibility	Deadline
Align campus-wide activities with theme race and racism and non-violence and appropriately resource	Steering Committee, Vice Presidents, Division Director	AY 2017-2018
Faculty and staff development around engagement	Steering Committee, Vice Presidents, Division Director	All four years
Implement 1 st and 2 nd year of Navigator Leadership Development Program and first year of cultural competency track with a theme race and racism and non-violence	Center for Student Development and Office of Multicultural Programs	AY 2017-2018

Develop incentives for development of faculty pedagogy and scholarship of engagement	Provost and Senior Faculty Fellow for Community Engagement; Academic Deans	AY 2017-2019
Align campus-wide activities with theme of environment and non-violence and appropriately resource	Steering Committee, Vice Presidents, Division Director	AY 2018-2019
Implement 1 st , 2 nd , and 3 rd year of Navigator Leadership Development Program and 1 st and 2 nd year of cultural competency track with a theme of environment and non-violence	Office of Multicultural Programs and the Center for Student Development	AY 2018-2019
Align campus-wide activities with theme of women and non-violence and appropriately resource	Steering Committee, Vice Presidents, Division Director	AY 2019-2020
Implement 1 st , 2 nd , 3 rd , and 4 th year of Navigator Leadership Development Program and 1 st , 2 nd , and 3 rd year of cultural competency track with a theme of women	Office of Multicultural Programs and the Center for Student Development	AY 2019-2020
Align campus-wide activities with theme of immigration and non-violence and appropriately resource	Steering Committee, Vice Presidents, Division Director	AY 2020-2021
Implement 1 st , 2 nd , 3 rd , and 4 th year of Navigator Leadership Development Program and 1 st , 2 nd , 3 rd , and 4 th year of cultural competency track with a theme of immigration and non-violence	Office of Multicultural Programs and the Center for Student Development	AY 2020-2021

COMMUNICATION AND ACCOUNTABILITY

The Civic Action Planning team has been expanded to constitute an institutional Community and Civic Engagement Steering Committee. The steering committee includes members who are directly involved with institutional advancement and university relations (including marketing and communication), strategic planning, mission integration, admissions, student affairs, members of the teaching faculty, students, and community partners. The committee will be chaired by the provost.

The steering committee will be tasked with overall collection and dissemination of information. To assure a clear line of communication and dissemination, the Vice President who oversees communication, public relations, and marketing is a member of the Steering Committee as are other staff from that division. The Steering Committee will continually disseminate updates, news, events, and significant developments related to civic and community engagement. Stories will regularly be featured in internal communication through SalveToday and also make timely appearances on our University main page.

By coordinating our efforts with intentionality and collaboration we will promote institutionalization of this civic action plan and effective transformation of our culture and administrative structures. The Steering Committee and primary administrative units involved will provide accountability to ensure timely implementation.