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ALL IN Campus Democracy Challenge Campus Plan

I. Executive Summary

The University of Central Arkansas (UCA) Civic Action Planning Committee was formed in August 2017 and identified as its tasks cataloging existing civic engagement activities, proposing potential new civic engagement activities, and developing mechanisms for better coordinating civic engagement activities at UCA.

The initial membership of the Civic Action Planning Committee drew heavily from a previous campus group, the Campus Election Engagement Project Committee, which met as a working group throughout the spring and fall semesters of 2016 to coordinate campus voter education and engagement efforts surrounding the 2016 Presidential election, and which had broad campus representation of diverse stakeholders. At an initial meeting of the Civic Action Planning Committee, the group generated a list of additional campus and community stakeholders to invite to participate, as well as replacement members as needed.

Following the submission of UCA's Civic Action Plan to Campus Compact in 2018, the group reconvened as the Civic Action Coordination Committee to reflect its ongoing focus on serving as the coordinating body for civic engagement activities campuswide.

Administrative support for civic engagement at UCA and for the Civic Action Coordination Committee is provided by the Division of Outreach & Community Engagement, which houses Service-Learning & Volunteerism and the Vote Everywhere program. Additionally, the UCA Student Government Association created a committee in 2018 for external affairs, the Bear Advocacy Group (BAG) Committee, which is advised by the university's Director for Governmental Affairs and External Relations.

This version of the UCA Civic Action Plan has been updated in August 2024 to include information gathered and initiatives developed in UCA's original 2018 Civic Action Plan, the 2022 and 2024 Vote Everywhere Campus Plans, and input from the Civic Action Coordination Committee and additional campus stakeholders for the 2022 and 2024 Campus Action Planning processes. This document is to guide the implementation of civic engagement at the university and the work of the Civic Action Coordination Committee in 2024-2025.



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II. Leadership

Committee Composition and Responsibilities

The University of Central Arkansas (UCA) Civic Action Planning Committee was formed in August 2017 and identified as its tasks cataloging existing civic engagement activities, proposing potential new civic engagement activities, and developing mechanisms for better coordinating civic engagement activities at UCA.

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Following the submission of UCA's Civic Action Plan to Campus Compact in 2018, the group reconvened as the Civic Action Coalition to reflect its ongoing focus on serving as the coordinating body for civic engagement activities campuswide. The following is a list of individuals who were members of the coalition in 2023-2024:

Lesley Graybeal (Chair), Living Learning Communities
David Adams, Allies in STEM
Joyce Ajayi, Arkansas Center for Research in Economics
Bo Blew, Schedler Honors College
Riva Brown, Center for Global Learning and Engagement
Taine Duncan, Philosophy and Religious Studies / Gender Studies
Nadia Eslinger, Student Success Services
Bailey Fairbanks, Government, Public Service, and International Studies
Hannah Hanshaw, AmeriCorps
Wendy Holbrook, Student Affairs
Michael Isaac, First Generation Scholars Society
Angela Jackson, Office of Student Advocacy and Community
Cindy Lea, Schedler Honors College
Shalea O'Riley, Feminist Union
Oluwadamilola Osundolire, Rotaract



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Fredricka Sharkey, President's Office
Charlotte Strickland, Employee Engagement
Jacob Ternes, Office of Student Life
Phoenix Vu, Student Government Association
Abigail Wells, Vote Everywhere Ambassador
Amber Wilson, Torreyson Library

Committee members are invited to serve by virtue of their positions and serve on a voluntary basis, and new members are invited as campus initiatives arise or gaps are identified by the committee. All members are invited to attend monthly coalition meetings and are expected to share information about current civic engagement activities and initiatives and collaborate with others on the committee to support or enrich their work.

Administrative Infrastructure for Civic Engagement

Administrative support for civic engagement at UCA and for the Civic Action Coalition is provided by Living Learning Communities, which houses the Vote Everywhere program. Additionally, the UCA Student Government Association created a committee in 2018 for external affairs, the Bear Advocacy Group (BAG) Committee, which is advised by the university's Director for Governmental Affairs and External Relations.



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III. Commitment

UCA has been home to a wide variety of civic engagement activities and initiatives over the years, and our institutional leadership recognizes the benefits of making these efforts more intentional, strategic, coordinated, and mutually supported across campus. We see a strong foundation for civic engagement activities in the university's [Vision, Mission, Core Values](#), and [Strategic Plan](#).

Civic Action Plan Vision and Mission

The UCA Civic Action Plan seeks to energize and expand the university's focus on civic engagement, including activities and initiatives, new or ongoing, that contribute to producing graduates who are educated citizens, creating partnerships that serve the public good, and developing learning opportunities that promote social responsibility locally and around the world.

The Civic Action Plan supports the vision and mission of the University of Central Arkansas and the following core values:

- **Intellectual Excellence**, including preparing students to be educated citizens who are culturally competent and appreciate diversity
- **Community**, including community partnerships, outreach activities, and public service
- **Diversity**, including learning opportunities for students as members of our global community
- **Integrity**, including an institution, faculty, staff, and student body that are responsible members of our many levels of community

Furthermore, the Civic Action Plan supports the University's Strategic Plan Goal 1A, as increasing civic engagement opportunities on campus will support students' academic and personal success.

Civic Engagement in the Curriculum & Co-Curriculum

Education for civic learning and democratic engagement has been incorporated into the general education curriculum with the core requirement for responsible living and into various disciplines at all levels through the Service-Learning Program. The UCA Core is designed to help students develop the knowledge necessary for critical inquiry, effective communication, and responsible living in a diverse and changing world; the overarching goal of the program is to develop curious, knowledgeable, articulate, and ethical people who are prepared for greater success in future learning and who are willing and able to make effective contributions to their communities.



In the UCA Core, responsible living is defined as “the ability to address real-world problems and find ethical solutions for individuals and society.”

- Goal A: Apply ethical principles to solve problems
 - The Goal A rubric assesses the following three specific skills or knowledge areas:
 - Ethical Awareness
 - Ethical Issue Recognition
 - Ethical Application
- Goal B: Make appropriate recommendations based on discipline specific knowledge to address an issue or scenario and evaluate the effect that decisions have on the well-being of self, others, society and/or environment(s).
 - The Goal B rubric assesses the following three specific skills or knowledge areas:
 - Issue Recognition
 - Analysis of Knowledge
 - Impact of Decisions

All courses designated as service-learning courses include the outcomes that students will:

1. Understand how the discipline can serve the needs of the community
2. Achieve course objectives
3. Understand and appreciate local, national, and/or global diversity
4. Understand their role as engaged and informed citizens
5. Understand the importance of UCA's responsibility to help address the needs of the community
6. Learn to work well with others to achieve common goals

Civic engagement is furthermore integrated into the co-curriculum through the Bear Experience Record (BearX), where Community Engagement and Service is one of four pathways available for students to earn credentialing through a co-curricular transcript. Students on this path will develop an understanding of communities through service and civic activities that apply knowledge and work with others to address social issues. Activities in the Community Engagement and Service pathway develop the following skills:

- Civic Engagement
- Community Collaboration
- Problem Solving
- Social Responsibility



Institutionalization of Civic Engagement at UCA

The University of Central Arkansas joined Campus Compact in 2013 in conjunction with the formal launch of the university's Service-Learning Program, recognizing the importance of joining a national community of practice as we institutionalized academic service-learning on our campus. Since that time, university representatives have participated in and presented at the Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education, submitted nominees for Campus Compact recognition programs such as the Newman Civic Fellows, and utilized other Campus Compact resources such as conference calls and grant opportunities.

The university welcomed our 11th president, Houston D. Davis, in January 2017, and President Davis signed the Campus Compact 30th Anniversary Action Statement on May 4th, 2017. The Civic Action Planning Committee completed the university's first Civic Action Plan in May 2018. Also in 2018, the university became a member institution of the Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education and joined the Vote Everywhere network of campuses.

In 2020, President Davis also became a signatory of the Higher Education Presidents' Commitment to Full Student Voter Participation as part of the ALL IN Campus Democracy Challenge.



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IV. Landscape

Civic Engagement Defined

The Civic Action Planning Committee used the following definitions to guide our understanding of civic engagement:

Excerpts from *Civic Responsibility and Higher Education* (2000), edited by Thomas Ehrlich, provide two definitions:

“Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make a difference. It means promoting the quality of life in a community, through both political and non-political processes.” -*Preface, page vi*

“A morally and civically responsible individual recognize himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.”
-*Introduction, page xxvi*

Another relevant quote comes from Michael Sandel’s book, *Justice* (2009). “If a just society requires a strong sense of community, it must find a way to cultivate in citizens a concern for the whole, a dedication to the common good. It can’t be indifferent to the attitudes and dispositions, the ‘habits of the heart,’ that citizens bring to public life. It must find a way to lean against purely private notions of the good life, and cultivate civic virtue” -*Page 263*

Given these definitions, a civic engagement activity is one that engages members of the university community in reciprocal partnerships both within and beyond the university to make a positive difference in the quality of life of a community and contribute to the common good. To further operationalize this definition, we imagine that civic engagement activities will do at least one of the following:

- Support the university’s infrastructure for civic learning and reciprocal partnerships
- Prepare students for a life of active citizenship through curricular and co-curricular learning about issues of public concern
- Recognize and work to address social inequalities in our communities, including our campus community



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Framework for a Civically Engaged University

The Framework for a Civically Engaged University is part of an institutional effort at UCA to provide all students opportunities for participation in experiential learning activities.

Expectations for a Civically Engaged University: All students have the opportunity to participate in at least one civic engagement activity, and all faculty and staff have support for participating in institutional efforts and initiatives that serve the public good. This will involve the institution offering a significant number of civic engagement activities, including both academic and co-curricular.

Key Initiatives and Activities: The initiatives and activities below are intended to capture the breadth of programs and stakeholders on campus that are currently engaged in civic engagement or will engage in civic engagement activities in the future. The programs and stakeholders may or may not have civic engagement as their primary mission or responsibility.

University Centers

- **Definition:** University Centers provide targeted data, research, and programming to support campus and community initiatives. University Centers included in this Civic Action Plan are those that respond to community needs with specialized expertise. Community needs may be local, regional, national, or global in nature, and resources provided may include technical assistance, public policy analysis, community-based research, capacity building, and lifelong learning.
- **Examples:** Arkansas Center for Research in Economics, Center for Community & Economic Development

Academic Engagement

- **Definition:** Academic Engagement is defined under the Civic Action Plan as the institutional framework for providing intentional curricular processes that develop the knowledge, skills, abilities, and attitudes necessary for students to lead lives of active citizenship and contribute to addressing issues of public concern.
- **Examples:** Service-Learning Program, Center for Global Learning and Engagement, Internships, Torreyson Library information literacy instruction, Public Administration Program, PhD in Leadership Studies Program, Schedler Honors College, Arkansas Collegiate Model UN, Citizens Academy, and Introduction to Community Engagement course

Faculty and Staff Development and Support

- **Definition:** Faculty and Staff Development and Support are programs and resources that bolster institutional capacity (1) to promote quality of community and institutional diversity,



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(2) to develop and execute the programs and initiatives outlined in the civic action plan, and
(3) to recognize the value of civic engagement work of students, faculty, staff, and community partners

- **Examples:** Institutional Diversity Grants, Service-Learning Seed Grants, the Women in Academic Leadership Learning Community, and initiatives from the Center for Teaching Excellence that support civic engagement and learning

Campus-Community Civic Engagement Programs

- **Definition:** Campus-Community Civic Engagement Programs are programs, projects, and initiatives that bring together campus and community stakeholders and resources with the explicit purpose to explore what it means to be an active citizen and community member, engage participants in shared reflection and learning about issues affecting our neighbors and communities, and support participation in local, state, national, and global communities
- **Examples:** CitiZine Project, Conway Conversations, Women's Leadership Network, Poverty Studies Working Group, Sustainability Summit, Arkansas Racial Equity Summit, and National Day of Racial Healing

Student-to-Student Organizations

- **Definition:** Student-to-Student Organizations support the mission and vision of UCA and the Civic Action Plan. Student-led Registered Student Organizations (RSOs) feature several ongoing community outreach and philanthropic initiatives. Community-focused RSO initiatives develop civic learning, civic action, and social responsibility.
- **Examples:** Green Bear Coalition, Social Justice League, SGA Community Engagement, PRISM, Greek Life, Veteran Students Association, and Non-Traditional Student Organization

Volunteerism, Philanthropy, and Direct Benefit Programs

- **Definition:** Volunteerism, Philanthropy, and Direct Benefit Programs support the Civic Action Plan's vision of a university effectively challenging the detrimental effects of social and economic inequality. These programs allow the university and surrounding community to practice and promote social responsibility by creating partnerships with local institutions, establishing and increasing accessibility to university programs, and encouraging awareness and/or direct aid for the immediate alleviation of resource insecurity.
- **Examples:** Food Recovery Network, Big Event, Bear Boots on the Ground, Greek Life philanthropy requirements, Bear Essentials Food Pantry, Career Services WOW Clothing Closet, National Service Programs/National Service Days



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Student Access and Success Programs

- **Definition:** Student Access and Success Programs provide research-based initiatives that address pervasive, systemic social inequities in educational access and attainment. Programs move underrepresented populations, first-general students, and under-prepared students toward academic success and college completion. These initiatives include programs designed to close achievement gaps, secondary school partnerships for college preparation, as well as bridge, transitional, and second-chance programs that provide high-impact support. Additionally, we endorse programs that educate, tutor, and coach toward social responsibility and lifelong learning.
- **Examples:** Black Male Achievement Challenge (BMAC), Project X, Summer Start, Unlocking College Academics Now (UCAN), Upward Bound, Office of Student Success, Department of Student Transitions, Office of Accessibility Resources, and Gateways to Completion

Key Partnerships

- **Definition:** The university will pursue, develop, and sustain key partnerships that promote civic engagement that reciprocally benefits students and community partners. Opportunities to engage in long-term partnerships with broad campus engagement will be identified through ongoing assessment of institutional, student, and community needs and interests.
- **Examples:** Arkansas PBS, City of Hope Outreach, Faulkner County Juvenile Court, Gusangira Project (Service-Learning in Rwanda), and Artist in Residence Series

Co-Curricular Civic Learning

- **Definition:** Co-Curricular Civic Learning will support UCA's Civic Action Plan vision of graduates who are educated and engaged citizens. The initiatives provide the information, develop the civic relationships, and cultivate the community-minded dispositions necessary for effective participation in public affairs.
- **Examples:** UCA Athletics, Citizens Academy, Vote Everywhere, National Study of Learning, Voting, and Engagement, Civic Holidays, Arkansas Collegiate Model UN, and Gender Studies Lecture Series

Current Civic Engagement Data

UCA participates in the National Study for Learning, Voting, and Engagement (NSLVE) during election years. Our NSLVE report shows that 64.9% of students voted in the most recent presidential election in 2020 (an increase of 14 percentage points from 2016). Among those who voted, 18% (1,080 students) voted on election day in person, while 74% (4,449 students) voted early. The greatest increase in voter turnout was among 18-21 year-old students, who voted at a rate of 62% (an 18-point increase from 2016), followed by 22-24 year-olds (a 14-point increase). First-year students were slightly less likely



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than second year or upper level students to vote, with a voting rate of 57%, but nonetheless showed a 19-point increase from 2016. Turnout increased from 2016 to 2020 among all racial categories and all disciplinary categories.

In our most recent midterm election in 2022, 83% of students were registered to vote and 30.9% of registered students voted, representing a 0.4% increase from 2018. Of those who voted in 2018, 41% (1,123 students) voted on election day in person, with the majority (53%) choosing to vote early. Turnout was lowest among students ages 18-21 (24%). Turnout decreased from 2018 to 2022 among students ages 25-29 and 30-39, but increased or remained steady among all other age groups. Turnout among first-year students decreased 4 percentage points, but remained steady among second-year students, and increased 3 percentage points among upperclassmen; turnout among all race/ethnicity categories remained steady except for students with two or more races, which increased 4%, and American Indian/Alaska Native students, which decreased 2%. By field of study, we see opportunities for increased voter turnout among students in health sciences, STEM, and business fields.

UCA participates in the National Survey of Student Engagement, with the university's key performance indicator being the number of mean Academic Challenge scores equal to or greater than the comparable Carnegie class means. In 2018, the most recent year for which means are available from the UCA Office of Institutional Research, the mean scores for UCA freshmen and senior students met or exceeded the mean scores of UCA's Carnegie class in all four Academic Challenge areas.

UCA additionally participated in the National Inventory for Institutional Infrastructure on Community Engagement (NIIICE) in 2018 and successfully applied for the 2020 Carnegie Elective Classification for Community Engagement. While these two self-assessment tools address a broader scope of community engagement than the Civic Action Plan, they provided an opportunity for a university-wide working group to gather information about both centralized and decentralized community and civic engagement activities.



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V. Goals

This Civic Action Plan continues to promote the following three outcomes:

1. Students, faculty, and staff will build and maintain partnerships for the public good.
2. Students, faculty, and staff will integrate education and civic engagement.
3. Students, faculty, and staff will create opportunities to challenge social inequalities.

This plan additionally incorporates the goals of the student-generated Vote Everywhere Campus Plan:

Long-term goals:

- Build membership of Bears at the Ballot student organization to an average of at least 10 members by 2028 Election
- Increase participation in voter registration opportunities for incoming students by 2028 Election
- Participate in multiple campus- and community-wide commemorations of civic anniversaries and holidays every year through the 2028 Election

Short-term goals:

- Partner with local community organizations (League of Women Voters and Faulkner County NAACP) on at least one candidate event in the 2024 Election season
- Secure support from faculty to visit classes for voter registration and voter education presentations
- Organize visits to multiple new and returning campus partners for voter registration and voter education presentations
- Integrate civic holidays into Living Learning Communities for all first-year students for 2024 Election season
- Increase Vote Everywhere presence on social media through voter education series



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VI. Strategy

This Civic Action Plan continues to promote the following activities in pursuit of the outcomes identified by the plan:

Outcome: Students, faculty, and staff will build and maintain partnerships for the public good				
Activity	Type of Change	Responsible Party	Related Task(s)	Status
University Centers	Sustainable Capacity Development	ACRE; CCED	Respond to community-identified needs with research, technical assistance, and education	In Progress
Key Partnerships	Sustainable Capacity Development	Outreach & Community Engagement; International Engagement; Specific partner agencies	Identify partnerships with potential for expansion	In Progress
Outcome: Students, faculty, and staff will integrate education and civic engagement				
Activity	Type of Change	Responsible Party	Related Task(s)	Status
Academic Engagement	Policy & Systems	Service-Learning Program; Center for Global Learning and Engagement; Career Services; Academic Departments	Integrate civic engagement, including civil discourse and/or deliberative dialogue, into academic coursework through identified learning outcomes	In Progress
Faculty and Staff Development and Support	Sustainable Capacity Development	Office of Institutional Diversity; Center for Teaching Excellence; Service-Learning Program	Create professional development, funding, and recognition opportunities for civic engagement	In Progress
Campus-Community Civic Engagement	Culture	Outreach & Community Engagement	Identify and respond to strategic opportunities for campus and community members to collaboratively explore civic and community	In Progress



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			issues and identities; institutionalize civic holidays, national service days, and campus-community DBIE programming	
Civic Learning	Policy & Systems	Academic Departments; Torreyson Library; Outreach & Community Engagement	Integrate civic engagement and critical information literacy into co-curricular programs and campuswide events and initiatives through instructional resources and identified learning outcomes	Planned
Outcome: Students, faculty, and staff will create opportunities to challenge social inequalities				
Activity	Type of Change	Responsible Party	Related Task(s)	Status
Student-to-Student Organizations	Culture	Student Life; Greek Life; Housing & Residence Life	Identify and support student-led civic action and social justice initiatives; build a culture of connection by sharing civic engagement events and deadlines on campuswide platforms	In Progress
Volunteerism, Philanthropy, and Direct Benefit	Culture	Student Life; Greek Life; Career Services; Student Success	Identify and support student-led initiatives to address needs in partnership with the community	In Progress
Student Access and Success	Policy & Systems	Diversity & Community; Student Success; Student Transitions; Department of First Year Experience	Strategically expand efforts to address social inequalities through increased access to and success in higher education; implement strategies to close equity gaps in academic achievement	Planned



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This plan additionally incorporates the strategies in pursuit of the long- and short-term goals of the student-generated Vote Everywhere Campus Plan.

Long-Term Goal	Strategy	Tactic
Build membership of Bears at the Ballot student organization to an average of at least 10 members by 2028 Election	Host interest meeting and invite past volunteers for civic holidays to attend	Meetings with individual student organizations
	Participate in Registered Student Organization Fair to recruit students	Events: coalition-based programs
	Reach out to partner organizations to encourage representation on Bears at the Ballot	Meetings with individual student organizations
Increase participation in voter registration opportunities for incoming students by 2028 Election	Debrief Welcome Week voter registration events with Living Learning Communities, Housing and Residence Life, and First Year Experience staff and student leaders to learn what worked and where we can improve	Events: Coalition-based programs
	Post information about voter registration in halls and online prior to move-in	Digital organizing: Informational emails Traditional organizing: Flyers
	Share consistent messaging about Battle of the Halls voter registration opportunities from LLC, HRL, and FYE during Welcome Week	Digital organizing: Websites and informational emails
Participate in multiple campus- and community-wide commemorations of civic anniversaries and holidays every year through the 2028 Election	Host National Voter Registration Day and Party at the Polls events on campus	Events: Civic holidays and celebrations

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	Partner with League of Women Voters, NAACP, and Faulkner County Library to host National Voter Registration Day and Party at the Polls events in community	Events: Coalition-based programs Events: Civic holidays and celebrations
	Host Voter Education series on social media and participate in social media takeover	Digital organizing: Social media campaigns
	Partner with Global Learning and Engagement to offer voter registration and voter education events during Global Goals Week	Events: Coalition-based programs

Short-Term Goal	Strategy	Tactic
Partner with local community organizations (League of Women Voters and Faulkner County NAACP) on at least one candidate event in the 2024 Election season	Work with League of Women Voters to obtain list of local candidates	Actions: Information request
	Invite candidates to a Candidates in the Caf event in the UCA cafeteria	Events: Voter education event
Secure support from faculty to visit classes for voter registration and voter education presentations	Create a form for faculty to request a class visit and one-slide voter information presentation	Digital organizing: Informational email campaign
	Publicize voter information to first-year seminar faculty, community-engaged learning faculty, and faculty in specific departments	Digital organizing: Information email campaign Traditional organizing: Class visits
Organize visits to multiple new and returning campus partners for	Conduct outreach to Greek organization to conduct chapter	Meetings with individual student organizations



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voter registration and voter education presentations	visits about voter registration and Motivate	
	Reach out to current campus partners for civic holiday partnerships	Events: Coalition-based programs
	Provide voter registration training to at least three student organizations	Events: Voter registration training
Integrate civic holidays into Living Learning Communities for all first-year students for 2024 Election season	Create Living Learning Community teams in Motivate	Digital Organizing: Motivate
	Include voter registration in Welcome Week Battle of the Halls opportunities	Events: Coalition-based programming
	Host National Voter Registration Day tables in every first-year residence hall through Living Learning Communities	Events: Voter registration tables
	Share Voter Education Week messaging tailored to each Living Learning Communities	Digital Organizing: Informational email
	Post Party at the Polls / Election Day material in Living Learning Communities	Traditional Organizing: Flyers

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Increase Vote Everywhere presence on social media through voter education series	Post weekly social media posts for voter education topics	Digital Organizing: Social media campaign
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VII. Reporting

The plan document and results of implementation will be shared publicly on the UCA Civic Engagement website. The university also regularly sends out press releases to share information about civic engagement initiatives, and highlights from the implementation of the plan will be shared publicly through a variety of university and local media. Finally, all information shared publicly will also be distributed internally using the email announcement channel UCA Inform.



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VIII. Evaluation

Data collection is vital to ensuring the efficacy and sustainability of civic engagement at UCA. Data are collected by the institution each semester on various metrics related to partner and project goals, activities, and outcomes. Metrics also include demographic information to assess diversity of students, faculty, staff, and community partners who participate in civic engagement activities.

While we have organized our plan around three broad outcomes and nine key activities, the measure and targets for each outcome and activity draw from the specific examples provided in the previous section of the plan and have been set in consultation with the responsible parties identified in the Strategies section and are not necessarily comprehensive. Additional measures and targets may be added throughout the plan implementation.

Outcome: Students, faculty, and staff will build and maintain partnerships for the public good				
Activity	Type of Change	Participant(s)	Measure(s)	Target(s)
University Centers	Sustainable Capacity Development	Faculty/Staff; Students; Community Partners/Members	Center annual reports	Increased participation in programs and partnerships
Key Partnerships	Sustainable Capacity Development	Campus Departments; Community Partners; Students	Institutional and community needs assessments	Increased number of multi-year, multi-department community partnerships
Outcome: Students, faculty, and staff will integrate education and civic engagement				
Activity	Type of Change	Participant(s)	Measure(s)	Target(s)
Academic Engagement	Policy & Systems	Faculty/Staff; Students	Department and program annual reports	Improved outcomes for participants
Faculty and Staff Development and Support	Sustainable Capacity Development	Faculty/Staff	Department annual reports	Increased number of grants and programs offered



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Campus-Community Civic Engagement	Culture	Faculty/Staff; Students; Community Partners/Members	Department annual reports	Increased participation in programs and partnerships
Civic Learning	Policy & Systems	Faculty/Staff; Students	Department and program annual reports; NSLVE	Increased event participation and voter registration
Outcome: Students, faculty, and staff will create opportunities to challenge social inequalities				
Activity	Type of Change	Participant(s)	Measure(s)	Target(s)
Student-to-Student Organizations	Culture	Students	CubConnect reports	Increased participation in organizations
Volunteerism, Philanthropy, and Direct Benefit	Culture	Students	CubConnect and GivePulse reports; Department annual reports	Increased participation in programs
Student Access and Success	Policy & Systems	Students	Department annual reports	Improved outcomes for participants