

**CENTER FOR CIVIC ENGAGEMENT
AND PUBLIC SERVICE | 2014-2018**

STRATEGIC PLAN



**THE GEORGE
WASHINGTON
UNIVERSITY**
WASHINGTON, DC

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BACKGROUND AND RATIONALE

The George Washington University was established in 1821 to fulfill its namesake's vision of a national university that would educate the next generation of citizen leaders. Since our founding nearly 200 years ago, the university has looked to the future, educating students who represent diverse perspectives and interests to become well-informed, ethically grounded citizens and leaders able to find creative solutions to society's most complex problems. (*Vision 2021, A Strategic Plan for the Third Century of the George Washington University*, Preamble p.5, 2013)

The George Washington University (GW) is an academic community where civic engagement and public service are integral to the 'GW experience.' An identifying characteristic of our almost two hundred year-old institution is the ongoing and evolving pursuit of a vision that gives rise to scholarly inquiry, broad intellectual conversation, service, ethical leadership and informed citizenship, as means to achieve individual success and make significant contributions to the public good. The ways in which individuals and organizations relate with the communities in which they are embedded are a critical pillar of any democratic society. Individuals have a civic responsibility to ensure the goods that we value and deem worthy are available for future generations; while corporate entities, including universities, have a responsibility to the societies, particularly the local communities, in which they are located. Ultimately, GW envisions a future in which we are internationally known for harnessing our potential to address pressing and globally significant public issues in partnership with a wide array of diverse communities. We will do this by honing and engaging the social, intellectual, and civic capacity of our students, faculty, staff, and alumni.

We are well on our way to achieving George Washington's vision of furthering human well-being through the preparation and education of citizen leaders. A recent *Washington Monthly* article ranked colleges and universities

for the share of their graduates who entered public sector work from 2000-2010. GW was ranked number two among all national universities. We have a significant opportunity and ongoing responsibility to teach the knowledge, skills, and dispositions of effective public leadership. And, as we work to teach our students citizenship, to become government, nonprofit, corporate and civic leaders, we need to support students in learning not only individual citizenship but also civic leadership.

Carol Schneider, president of the Association of American Colleges and Universities (AAC&U), exhorts the higher education community,

"...to reinvent the way we prepare students to take responsibility for democracy, and to promote contemporary designs for civic learning that combine rich knowledge, including knowledge of democratic principles and practices, with direct, hands-on, face-to-face work in our communities that focuses on public problems that affect our future—problems like poverty, literacy, nutrition, health and the environment. The key idea is... we need to prepare students with knowledge, for democratic community and problem solving. And we need to replenish our capacity to work constructively together, even when we disagree." (Schneider, 2012)

Throughout GW there are many examples of the growth in formal and informal mechanisms for community engagement, locally as well as globally. For example, the annual number of service-learning courses has grown to 62, which is slightly below the 2012 national average of 66 (*Campus Compact Annual Survey*, 2012). These initiatives enable our students, faculty, staff, and alumni to engage the world beyond the classroom and, with our many partnerships, to make an impact on real-world issues and problems.

GW is a significant institution in our region. We are the largest private employer in the District of Columbia and our university's economic and intellectual influence extends widely across the region, well beyond the campuses in Washington, D.C., and our locations in Virginia. A large number of our faculty hold or have recently held positions in the federal government or in international NGOs. We are a close neighbor to the White House, the Peace Corps, State Department, the Corporation for National and Community Service, Smithsonian museums, and the headquarters of most other federal agencies; we are close to the World Bank, and hundreds of national and international NGOs and think tanks. Our Foggy Bottom campus is only steps away from some of the most powerful institutions and individuals in the world, and our Mount Vernon Campus is located in the neighborhood that many of these individuals call home. Yet we are also neighbor to communities with some of the highest poverty rates in the nation, with attendant illiteracy, poor health, isolation, and violence. These communities are ripe for service but also provide valuable opportunities for GW to learn about how residents in economically poor neighborhoods experience citizenship and leadership, and demonstrate local civic and community engagement.

The Center for Civic Engagement and Public Service (the Center) was established in 2010 to highlight and help facilitate these important interactions and collaborations. GW's unique location in the heart of Washington, D.C., offers an unparalleled opportunity for the Center to promote and support faculty and departmental linkages to organizations

that are in the business of tackling fundamental societal concerns. Our location and these linkages also enhance the capacity for students to participate in meaningful local and international academic service-learning, research, community service, and internships – experiences that help them discover how what they learn in the classroom informs and shapes their civic and professional lives.

The Center's work, however, is borderless. Whereas in the past, distance and cultural, local, regional, and national borders limited interaction – resulting in interactions among individuals, institutions, and societies with more homogenous views – globalization and emerging technologies increase the likelihood of interconnectedness across these boundaries. The Internet enables us to virtually experience events as they occur, regardless of their proximity to us. Individuals are aware of the devastating effects of disasters and acts of terror in real time – and of the innovative ways that people have devised to address them. The intimate details are vividly communicated, circulated by mobile devices that make it difficult for us not to be affected by both the short- and long-term natural and man-made catastrophes throughout the world. At a pace and on a scale that was not possible before, technology and social media facilitate interconnectedness. We become aware of the world's problems but that same interconnection also holds the potential for collaboration to create diverse and innovative solutions to those challenges. The web allows us to leverage both information and passionate engagement. The Center must consider these trends and make use of the latest tools to drive collaboration, understanding, and action.

This globally connected world is also more diverse. At GW, we know that studying and working on a campus that incorporates a rich and broad range of human perspectives is incredibly important. Dr. Patricia Gurin, University of Michigan Distinguished University Professor Emerita of Psychology, studies the educational benefits of learning in a diverse setting. Her work is founded on the premise espoused by AAC&U in 1995:

“Our nation's campuses have become a highly visible stage on which the most fundamental questions about difference, equality, and community are being enacted. To this effort, filled with promise and fraught with difficulty, the academy brings indispensable resources: its commitments to the advancement of knowledge and its traditions of dialogue and deliberation across difference as keys to the increase of insight and understanding.” (AACU, 1995)

Not only does this enrich the vibrancy of campus life, it increases our capacity to learn and disseminate knowledge and prepares our students for active citizenship and leadership in a highly diverse world, where struggles for access, equity, and justice are ongoing. Gurin also examines the democratic outcomes associated with attending college. She argues “on the basis of abundant research findings, [that] diversity is a critically important factor in creating the richly varied educational experience that helps students learn and prepares them for participation in a democracy that is characterized by diversity.” (Gurin) Teaching students to be higher order citizen leaders – to take up the demands of securing our most cherished values in community with others – is one of the greatest services we can provide as a university. Developing active informed citizens is a task that intersects with and is built on our other institutional values, including public service, research, interdisciplinary innovation, and diversity.

The Center champions GW's commitment to diversity and inclusion as a resource for academic excellence and uses this framework to drive, inform, and assess GW's actions as a great private institution dedicated to the public good. The Center provides expert knowledge and evidence-based data, practices, and programs and uses advanced tools to structure and

influence: how GW works with and advances the communities in which we are embedded; how we educate our students as responsible citizens in a diverse democracy; and how the research we produce translates into thoughtful leadership in individual, corporate, and university citizenship.

As we carry out our missions of teaching and research, our institution has a responsibility to be of service, to leverage the great intellectual and human resources of our university in service with the community, lending and testing our knowledge and skills against the most pressing real-world problems of our time. By developing collaborative, reciprocal relationships with community organizations and residents, our work becomes mutually beneficial and results in knowledge sharing in both directions. When we learn from the community and apply theory and ideas to the real world, it helps us to test and refine our theories, improving both scholarship and service simultaneously.

While the Center for Civic Engagement and Public Service was established in 2010, it has deep roots at GW. An Office of Community Service was established in the early 1990s and quickly developed a number of significant co-curricular service programs. One such program, the Neighbors Project, was established in 1992 as an initiative of GW's Black People's Union in order to strengthen the ties between GW and D.C., particularly the Shaw neighborhood. Beginning in 1994, the program received federal funding from Learn and Serve America at the Corporation for National and Community Service as a partnership between GW and Howard University. GW Neighbors Project and Howard University Project CHANGE students were deployed to work as community liaisons in schools and community organizations in the Shaw neighborhood. Students and staff from the two institutions shared training and educational events. The partnership continued until

2004, when federal funding ended. The Neighbors Project continued at GW and in 2013 was revitalized and renamed engageDC. In addition to the Neighbors Project, GW has participated in a citywide higher education program, part of the national America Reads program since 1997. Through GW DC Reads, approximately 300 GW students have served every week of the academic year for more than 15 years to support elementary school students' reading skills. The Office of Community Service, its many student community service programs, and academic service-learning became a significant part of the Center for Civic Engagement shortly after its founding in 2010.

GW has a long history of leveraging faculty and student academic skills in support of D.C. community residents and organizations through community-engaged research and service-learning. The Center has roots in this community-engaged teaching and research in a variety of schools and disciplines, professional, graduate, and undergraduate. The formation of the Center was influenced by the work of the undergraduate Human Services Program, a longstanding program in the Department of Sociology that emphasizes real world learning and critical reflection in all of its core courses. The Center is also informed by the very strong pre-professional programs in the Law School, Trachtenberg School of Public Policy and Public Administration, Graduate School of Education and Human Development, Nursing School, Milken Institute School of Public Health, and the School of Medicine that engage students in an array of real world problem-solving courses and activities. GW's ISCOPEs program, a multidisciplinary service-learning program for students in the health professions that began in 1994, is also an exemplar for the Center.

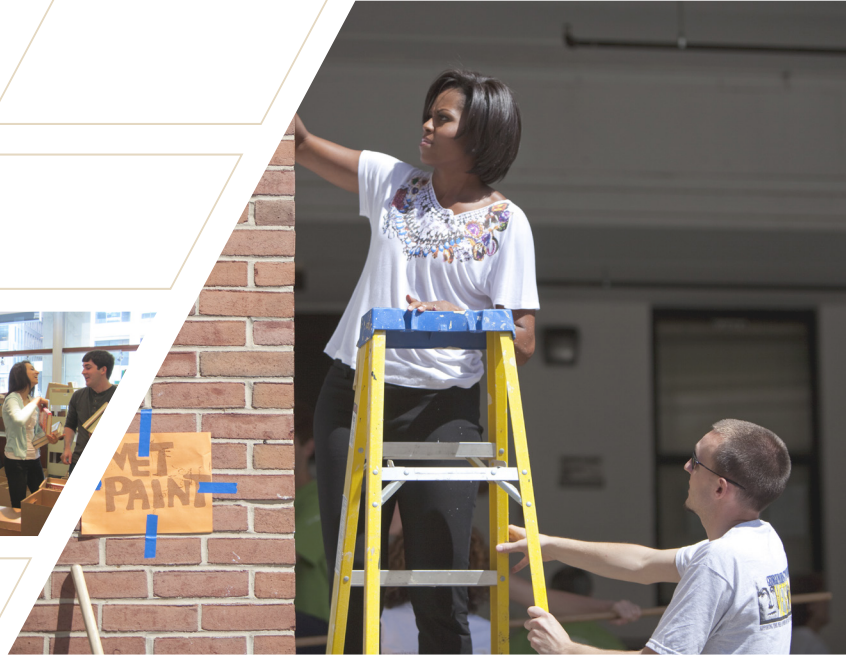
President Steven Knapp's leadership accelerated the growth of service at GW, beginning with the creation of Freshman Day of Service in September 2009. Shortly thereafter, President Knapp announced the formation of the Center for Civic Engagement and Public Service to "build strong partnerships and coordinate activities among the offices

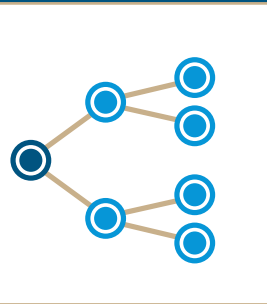
on campus already engaged in public service and civic engagement activities." Announcing the creation of the Center at the inaugural Colin Powell Award ceremony, Knapp said, "GW has a strong tradition of public service, and the new Center for Civic Engagement and Public Service will help us develop the next generation of leaders who will follow in the footsteps of extraordinary public servants like General Powell and Secretary Duckworth." Very shortly thereafter, the university completed 163,980 hours of community service in one academic year in response to a challenge by First Lady Michelle Obama. These actions brought greater visibility to GW's longstanding commitment to service and public leadership.

With significant input from the Center's staff and advisory board members, *Citizenship and Leadership* was included as one of four strategic themes of the University's newly adopted strategic plan, *Vision 2021: a Strategic Plan for the Third Century of the George Washington University*. This plan articulates expectations and commitments to serve local, national, and global communities – through curricular, co-curricular and scholarship activities. Citizenship and Leadership as a strategic theme reflects an expectation that the university community, and with an enhanced role, the Center, will work together to a) foster scholarship and intellectual inquiry about these concepts and, b) equip our students with the skills, knowledge, dispositions, and experience required for successful citizenship and ethical leadership. By doing so, we are ensuring that our students are prepared for lifelong learning, leadership and participation in democracy and ensuring that they are better prepared to take on the mantle of responsibility for specialized and technical careers. We do this in a context where there are growing expectations from employers that students have the critical thinking, teamwork, and other skills developed through a liberal arts education and volunteer experience.

With regard to citizenship and leadership, *Vision 2021* calls for a) advancing new paradigms and inquiring about old

ones as essential to our mission of preparing students to be engaged citizens and creative leaders; b) producing and disseminating engaged scholarship; c) developing more courses that promote critical thinking about how ethical decisions are made, what citizenship means, and how to lead effectively and imaginatively; and d) expanding our role in the larger community as a forum for thought and debate about citizenship and leadership. The actions delineated in the plan "integrate curricular and co-curricular experiences, inspire creativity and entrepreneurship in students, and enhance students' intercultural knowledge and competence."





STRATEGIC APPROACH

Starting with citizenship and leadership as a unifying objective, and incorporating several other dimensions of GW's emerging plan for a relevant 21st century research institution, the Center has adopted an ambitious agenda to promote the development and growth of civic engagement and public service at and by the George Washington University. The Center's efforts and partnerships will be directed in several key areas: *poverty, human rights, education, nutrition, health, and the environment*.

This section summarizes the Center's agenda and outlines a five-year strategy, aligned with GW priorities, to achieve its goals to engage the university's academic resources in identifying and sustaining university-community collaborations that are crucial for achieving key learning outcomes, facilitating the development of citizenship and leadership skills that are the hallmark of the GW experience, making significant contributions to local and regional communities, and translating/applying/testing theory to address complex practical problems. At the end of the five-year plan period the Center will complete its first decade and be poised for an external review that will assess the Center's growth and progress and highlight what else needs to be accomplished by the year 2021.

The implementation of the programs and activities outlined in this strategic plan will take place over time and will require additional financial and human resources. An operational plan will be created that prioritizes activities over the five years, articulates the resources required, and proposes the sources for these funds. The size of the Center's staff approaches the national average, but will need to at least double in size in the next decade to meet

our aspirations and move the Center closer to the higher education centers and initiatives that are considered the gold standard in the arena of public and community service (e.g., Tulane, Stanford). This, of course, will require significant new resources. The current budget puts the Center in the category with the 18 percent of institutions reporting an annual budget of \$250K and higher (Compact, 2012), but moving the Center to elite status requires a ten-fold increase, most likely requiring an independent endowment and additional grant support to fully fund future initiatives.

The four sections that follow (Education, Research, Service, Institutional Capacity), each include goals, objectives, and actions; by the end of the first year of implementation the plan will be updated to include anticipated dates of completion. The goals, objectives, and many of the action items are taken directly from those identified in the GW 10-year strategic plan, *Vision 2021*, and are so indicated by corresponding page number. As a part of the plan, the Center will undertake a comprehensive assessment of the activities outlined. Assessment will focus on program implementation as well as measuring the outcomes of the activities for students, for GW, and for the communities affected.





EDUCATION

Our university is known as a world leader for turning knowledge into action to address society's most challenging problems. Teaching our students to harness knowledge for the betterment of humankind will continue to be a hallmark of a GW education, enriching intellectual life on campus.

The Center will strengthen and support GW's goal to provide an education that inspires creativity, intellectual curiosity, and entrepreneurship and enhances intercultural knowledge and competence – through meaningful connections within and across

academic disciplines and experiences that train students to think, write, and reason creatively. In agreement with a 2011 report of the Association of American Colleges and Universities, GW's strategic plan emphasizes that today's students need certain fundamental knowledge and skills to succeed in our complex world: a broad liberal arts education that crosses disciplines and provides wide-ranging knowledge; high-level practical and intellectual skills; a commitment to personal, social, and ethical responsibility; and the ability to use their education to solve complex problems. (See *Vision 2021*, pp.22 & 23)

GW GOALS

The Center's strategic vision is aligned with the following goals outlined in *Vision 2021*:

1. All undergraduate students will acquire the skills and knowledge that are the hallmark of a strong liberal arts education and acquire the grounding they need to be effective and innovative leaders in their chosen fields. (*Vision 2021* p.22) These critical thinking, analytical, and professional skills will enable them to address the challenges and seize the opportunities they will encounter throughout their lifetimes.
2. Promote students' intercultural knowledge and competence and the ability to work with people from diverse backgrounds as essential to a future of active citizenship and ethical leadership. This cultural empathy helps people see and solve problems from multiple perspectives. At the same time it enables people to move deftly among cultures and to navigate across their own diverse identities. (*Vision 2021*, pp.22 & 25)
3. Sustain and strengthen a diverse and high quality graduate student and postdoctoral fellow population. (*Vision 2021*, p.27)

CENTER'S OBJECTIVES AND ACTIONS

OBJECTIVE



Design and assess undergraduate educational experiences that foster a range of core competencies, including creativity, critical thinking, quantitative reasoning, an appreciation for diverse cultural perspectives, and the strong communication skills necessary to translate learning into effective action. (*Vision 2021*, pp.23 & 24)

ACTIONS

- Expand the number of courses that include service and real world problem-solving, in order to meet existing and enhanced school and departmental requirements.
- Create a minor and/or certificate in social entrepreneurship and social innovation that cuts across traditional disciplines and schools, which requires that students plan and implement programs in partnership with existing entities that meet real world needs.
- Work with a faculty team to create a minor or certificate in citizenship that cuts across traditional disciplines and schools, and includes structured opportunities for students to practice civic engagement and service and reflect upon their experiences as a part of their academic work.

OBJECTIVE B

Inculcate leadership ability and reflective practice by providing structures, tools and programs to facilitate, equip and monitor students' reflections on how their lives inside and outside the classroom inform each other. (Vision 2021, p.24)

ACTIONS

- Work with faculty, key administrators, and community partners to design modules that meet the new GW citizenship and leadership requirement that encourages students to explore citizenship and leadership and to engage in activities that promote their own capacities in these areas. The modules include diverse curricular and co-curricular experiences, and incorporate opportunities for robust reflection that supports students' academic, personal, and civic growth.
- Expand and improve civic leadership institutes and programs for students. Make use of the summer months to develop innovative, collaborative programming.
- Create civic leadership experiences and institutes that engage students, community leaders, staff, faculty, and alumni in shared inquiry and action.

OBJECTIVE D

Encourage and support academic departments in their efforts to offer graduate and undergraduate academic experiences that provide a global education and promote the development of intercultural competence. (Vision 2021, p.25)

ACTIONS

- Increase service-learning course offerings and support for faculty teaching and scholarship around the world, regardless of discipline, in order to promote effective understanding and application of academic work.
- Work with Center for Career Services to support service-based international internships.
- Work with schools and departments to develop and enhance international offerings that promote global citizenship competencies.
- Work with International Programs and the Office for Study Abroad to support community-based research and service in abroad programs.

OBJECTIVE C

Use evidence-based best practices to create and strengthen opportunities that develop cultural empathy and critical thinking by enabling individuals to see and solve issues from multiple perspectives.

ACTIONS

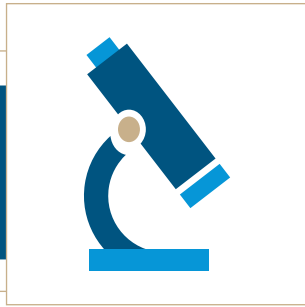
- Strengthen and expand partnerships both locally and around the world so that students are able to spend extended periods of time participating in research and service while immersed in an unfamiliar culture.
- Expand the number of courses and co-curricular opportunities that engage students in real-world problem-solving through service and research.
- Work closely with appropriate offices across GW to strengthen academic residential communities focused on service and inclusion, particularly Civic House, an academic residential community in which students from different backgrounds who share cross-disciplinary interests in service and civic engagement reside and participate in academic, service, and other experiences together, so as to create a safe space for difficult dialogue, build stronger communities, and practice self-governance.
- In multiple academic units, replicate the partnership that led to the creation of a faculty member to coordinate service-learning with faculty in the Spanish program of the RGSLL department (Romance, German and Slavic Languages and Literatures) in order to build engaged departments, focused on teaching and learning in their discipline through scholarly engagement with community.

OBJECTIVE E

Provide university-wide graduate student training in how to communicate ideas and research results to the general public. (Vision 2021, p.27)

ACTIONS

- In parallel with the new citizenship and leadership modules for undergraduates, work with faculty, key administrators, students, and community partners to design training and course modules for graduate students that facilitate communication of complex ideas to the public, translational research, and participatory action research.
- Support undergraduate training in this area as well, in conjunction with Undergraduate Research and the existing Academic Service-Learning Symposium.
- Host annual graduate student forum and prize on the effective presentation of complex ideas for a policy or public audience.



RESEARCH

GW has long been known for contributions to solving local, national, and global problems through applied, translational, and policy research and for forums drawing on areas of scholarship from the humanities to the natural sciences. Our teaching, research, and co-curricular programs contribute to the many communities we serve. Much of the research done in higher education is theoretical and reaches a targeted audience, often through publication in scholarly journals. As we move forward, we will take steps to disseminate important research findings more broadly.

The Center will strengthen and support GW's efforts to increase the role faculty and students play in translating basic research into products directly benefiting humanity. Specifically, the Center will take action to facilitate and promote the value and growth of engaged scholarship conducted by our faculty and students, in mutually beneficial partnerships with the community, with special consideration given to generating research opportunities for undergraduate students. (*Vision 2021*, pp.28 & 30)

GW GOALS

The Center's strategic vision is aligned with the following goals outlined in *Vision 2021*:

1. In the context of encouraging and sustaining a commitment to basic inquiry that leads to new insights and innovative solutions, concurrently explore the translational potential of the new knowledge we create. As a necessary requisite for success, become more agile in collaborating across traditional disciplinary boundaries. (*Vision 2021*, p.28)
2. Expand the university's capacity to contribute creative and valuable solutions to the most pressing issues facing society and open up new research opportunities for our students. (*Vision 2021*, p.29)

CENTER'S OBJECTIVES AND ACTIONS

OBJECTIVE



Bring together faculty, students, community residents, and practitioners from multiple disciplines to address complex questions and problems in order to create new knowledge and solutions.
(*Vision 2021*, p.29)

ACTIONS

- Host and co-sponsor symposia and seminars with existing interdisciplinary research institutes in areas where funding has already been committed, such as sustainability and global women's issues. Emphasize practitioner and academic collaboration for problem-solving and social entrepreneurship.
- Promote and support GW community-engaged collaborative research through mini-grants, convening, seminars, training, and other means.
- Create a faculty-in-residence position within the Center to extend and deepen the Center's research and academic outreach.

OBJECTIVE B

Develop mechanisms to disseminate and utilize the results of GW and collaborative research beyond the boundaries of the academic community. (Vision 2021, p.29)

ACTIONS

- ▼ Create and publicize a repository of faculty products associated with their community-engaged scholarship activities (e.g. journal articles, technical, research and policy reports, curricula, publications, exhibits, performance recordings, etc.). Partner with the GW External Relations, particularly GW Today, GW Magazine and the GW Research Magazine, library, GW museum, and School of Media and Public affairs, and others to create and disseminate.
- ▼ Build a database of partnership activities and needs that will allow GW faculty, staff, and students to find research and service opportunities that include, for example, large scale academic partnership projects as well as direct service opportunities. Similarly, the database would allow community organizations to search for the expertise that GW can offer to support them.
- ▼ Build a database that not only supports a search function but allows for data collection on program impact and fosters reporting on national and regional surveys and reviews, such as Middle States accreditation, the Presidents' Higher Education Community Service Honor Roll, the Carnegie Classification for Community Engagement, the AASHE (sustainability) survey, and others.

OBJECTIVE C

Expand and improve our research and teaching by hiring fifty to one hundred faculty members engaged in research in thematic areas identified in the strategic plan. (Vision 2021, p.29)

ACTIONS

- ▼ Develop a targeted, coordinated strategy for informing and influencing the process of hiring faculty actively engaged in cross-disciplinary research and citizenship and leadership studies.
- ▼ Generate a list of potential candidates for interagency personnel agreements and adjunct teaching with government agencies and private entities such as think tanks and nonprofits.
- ▼ Ensure that faculty are aware of the Center and its offerings to support engaged scholarship.

OBJECTIVE D

Encourage applied, translational, and policy research and scholarship that provide perspectives on and solutions to significant societal problems. (Vision 2021, p.30) (See also Education Objective E)

ACTIONS

- ▼ Create an annual visiting fellows program that will bring to the Center one or more individuals engaged in advocacy, policymaking, or professional practice to conduct translational research projects that engage one or more students.
- ▼ Establish a true social enterprise incubator that will enable GW to translate student and faculty community-engaged research into real world non-profit and for-profit enterprises that can effectively address and solve pressing social issues at scale.
- ▼ Expand fellowships and scholarships such as the Knapp Fellowship for Entrepreneurial Service-Learning to promote and reward scholarship that provides perspectives on and solutions to significant societal problems.
- ▼ Expand course and research development grants for community partners and faculty that encourage collaborative scholarship and teaching to address pressing social problems.
- ▼ Create courses and programs that support students in the development of community-engaged research that directly addresses community needs. Consider these as interdisciplinary capstone opportunities, summer programs, as well as developmental leadership programs.





SERVICE

GW faculty and students have always had a passion for making a difference in the world, using knowledge gained in the classroom to solve real-world problems. This takes many forms, from service-learning classes to translational research that moves ideas outside the classroom or lab and into practice. Our Freshman Day of Service, launched in 2009, orients entering students toward this core university value. We are a valued contributor to the financial health and intellectual life of the greater Washington region. We employ large numbers of area residents and create economic opportunities for those who live and work here. Our neighbors benefit from the many lectures and performances that take place on our

campuses. We offer a number of students at District schools access to courses, as appropriate. (*Vision 2021*)

The Center will strengthen and support GW's outreach and partnership. Outreach activities will focus on the application and provision of institutional resources for community use, with benefits to both campus and community. Partnerships will emphasize collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

403,146

SERVICE HOURS recorded by GW in the 2013-2014 academic year

▼ **IMPACT MADE**

\$15,597,719

At \$38.69 per hour
(the value of a D.C. volunteer hour)

GW GOALS

The Center's strategic vision is aligned with the following goals outlined in *Vision 2021*:

1. Make GW a leader in shaping the national dialogue in areas of our academic strength. (*Vision 2021*, p.7)
2. Through the work of faculty, staff, and students, we will expand activities that add value to the larger community. (*Vision 2021*, p.33)
3. Expand our role as a model institutional citizen. (*Vision 2021*, p. 33)

Goal:

Our university is fortunate to be the venue for a large number of national and international lectures, conferences, and other prominent events focused on significant social issues. These activities enhance educational opportunities for students and enrich intellectual life across the university. They also highlight important scholarship taking place at GW. We should explore new ways to weave these national and international events into the fabric of academic life.

CENTER'S OBJECTIVES AND ACTIONS

OBJECTIVE

A

Make GW a leader in shaping the national dialogue on issues of citizenship and leadership (Vision 2021, p.32)

ACTIONS

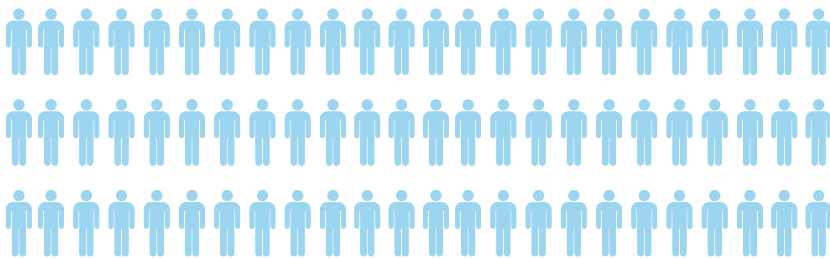
- Working with External Relations, create avenues to effectively disseminate faculty presentations and broader GW events online; build on existing models, such as the Elliott School's web video initiative. (See also Research Objective B)
- Foster events, projects, and publications that promote awareness and understanding of social and economic inequalities and of the community partner organizations that drive social change, with a particular focus on Washington, D.C. and the following five issue areas: preK-12 education and youth development, environment, hunger and homelessness, community revitalization, and aging and elder care.
- Recruit faculty whose research and teaching exemplify excellence in citizenship and leadership; disseminate their scholarship. (See also Research Objective C)
- Convene faculty and staff whose research, service, and teaching exemplify excellence in citizenship and leadership.
- Host national and regional events that showcase GW faculty, staff, student, and community partner research and service activities and outcomes. (See also Research Objective A and Institutional Objective A)
- Establish an effective web and social media presence for public access to GW publications, syllabi, and other media highlighting citizenship and leadership scholarship, teaching, and service. (See also Research Objective B)

ENGAGE DC FALL 2013

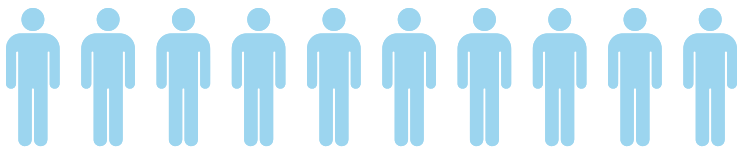
"engageDC really emphasizes the relationships you build with the people you're serving, not just the service."

240 SERVICE HOURS per week

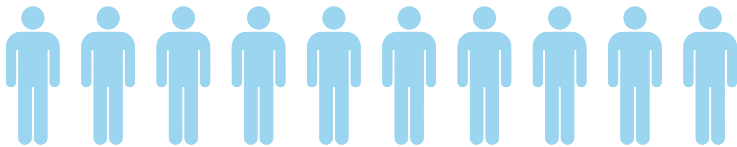
72 participants served



10 community partner organizations



10 leaders



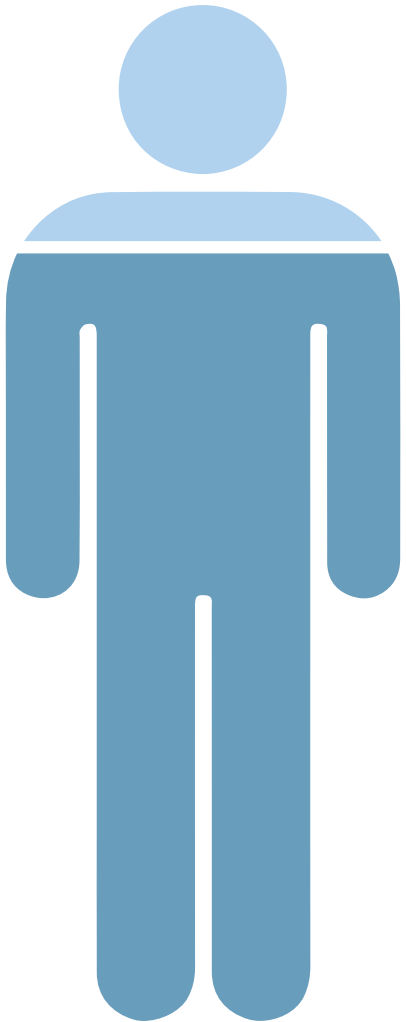
OBJECTIVE B

Expand GW's role as a model institutional citizen for the greater Washington, D.C., area and make even larger contributions to the greater Washington, D.C., area (*Vision 2021*)

ACTIONS

- ▶ Incentivize faculty and students to conduct research and other activities that leverage GW resources and expertise and make demonstrable contributions to the local community, including for example, legal clinics, health education and intervention, educational improvement, and community development plans.
- ▶ Support and equip faculty to conduct community-engaged research that includes students and local community members.
- ▶ Collaborate with community organizations, government, and business to address workforce development needs, educational enhancement, community improvement goals, sustainability plans, and contribute to community cohesion.
- ▶ Work with Center for Excellence in Public Leadership, GSEHD, and other programs and schools to provide essential training and programs to community residents on leadership and communications skills, social media training, training in collaboration, and other civic skills.
- ▶ In order to strengthen and unify GW's community footprint, collaborate more closely with GW administrative units and schools that are involved in outreach, such as Milken Institute SPH, the ISCOPEs program, Center for Excellence in Public Leadership, GSEHD, Nursing, CPS, the new GW Museum, and CCAS' Trachtenberg School and Human Services and Social Justice Program.
- ▶ Develop strategic reciprocal partnerships with D.C. government agencies, schools, and nonprofit organizations, particularly those that work to support community residents who are poor and underrepresented while advancing GW's research, teaching, and service missions.
- ▶ Advance GW's role as a civic institution by working with GW business operations to identify and implement institutional practices that can support the local economy, diversity hiring and purchasing, sustainability, and economic development for underrepresented groups.
- ▶ Institutionalize a policy allowing staff some paid time for community service participation.

DC READS FALL 2013



5,326 **SERVICE HOURS**
in 70 DAYS

200
tutors

88% Federal Work Study
12% Volunteer

18
sites

12
team
leaders

8
community
partner
organizations



INSTITUTIONAL CAPACITY

GW tracks institutional effectiveness measures in three categories: strategic metrics, operational and financial effectiveness, and core indicators of academic excellence. For many metrics, GW compares its performance to that of its “market basket” peer and aspirant institutions. Over the next several years the institution’s impact and success in the areas of civic engagement and public service will be tied to our ability to assess student experience and learning and to replicate internal and external best practices. Identifying and deploying new resources will be critical, as will improving the use of administrative resources and technology. “Technology is one of the most significant drivers of economic growth and social change. The digital revolution has reached all sectors of society. It enables us to teach students who cannot physically be on

one of our campuses or who may not be able to attend classes delivered synchronously. Technology also expands the opportunity for collaborative learning and engagement. GW, like other universities, should help invent systems for using technological developments to advance education. We must also continue to contribute to the creation of new technologies that offer promising solutions to the world’s problems.” (*Vision 2021*, p.11)

The Center will strengthen and support GW’s goals to enhance and revise: philanthropic activity, course development, faculty promotion and recognition, mechanisms for awarding curricular credit, advising systems, academic program design, creating space and publications that promote cross-disciplinary community-wide interactions.

GW GOALS

The Center’s strategic vision is aligned with the following goals outlined in *Vision 2021*:

1. Keep our technology infrastructure current in order to support students’ expectations for immediate connectivity and access to information, along with the need for privacy and security.
2. Secure philanthropic and foundation support, including as part of the emerging capital campaign, to endow the Center, key positions, and programs in both academic service-learning and co-curricular community service and civic engagement programs.
3. Create a more unified and seamless undergraduate experience of service and civic engagement through the curriculum and outside it.

CENTER’S OBJECTIVES AND ACTIONS

OBJECTIVE



Facilitate collaboration and shared ownership of projects and processes

ACTIONS

- Support the creation of new and ongoing courses, symposia, faculty seminars, programs, engaged departments, community engaged research, arts and museums, and other outreach and partnership programs across GW.
- Assist schools that are exploring the idea to adopt small think tanks and integrate their work into our educational and research programs.
- Leverage social media, online platforms, and broadcast media to create a space for dialogue, deliberation, organizing, and action among like-minded individuals/partners.
- Work with schools and the faculty to develop guidelines (in conjunction with disciplinary associations and accreditors) for hiring, promotion, and tenure that take citizenship and leadership activities into account and reward community-engaged scholarship and service.

OBJECTIVE B

Identify, secure, and deploy human and financial resources

ACTIONS

- Identify philanthropic partners for Center and GW activities that advance our civic mission. Work with GW Office of Development to identify a dedicated staff person to work on the University's service and civic engagement portfolio, including the Center for Civic Engagement and Public Service.
- Prepare case statements for fundraising – individual donors, corporations, foundations, governmental and non-governmental agencies – to support the objectives of the Center's Strategic Plan.
- Identify, recruit, and train faculty, staff, and students to advance the objectives of the Center's Strategic Plan.
- Ensure that existing budget is aligned to priorities and is efficient in meeting objectives.

OBJECTIVE D

Maximize the impact and sustainability of community programs and partnerships

ACTIONS

- Develop programs that support the ability of nonprofits, organizations and schools to work with GW students and programs
- Strengthen program evaluation and assessment to measure the impact of our campus-community partnerships and service experiences on students, faculty, and community residents or community issues.
- Improve the connectivity and collaboration among programs and events within the Center, the Office of Diversity and Inclusion, and other related programs, faculty, and initiatives.
- For programs that are centrally operated by the Center, maximize the number of community partnerships that are long-term and multifaceted and focus on measuring the outcomes of these partnerships for GW students, faculty, and community residents or issues.
- Maintain systematic campus-wide documentation mechanisms to record and/or track engagement with the community.
- Create a plan to gather perceptions of the institution's engagement with the community and coordinate a strategy to respond to findings.

OBJECTIVE C

Keep our technology infrastructure current and capable.

ACTIONS

- Ensure that we have the technical ability online to identify, share, and coordinate large scale partnership projects as well as direct service opportunities. Create and maintain a searchable database that would allow community organizations to search for the expertise that GW can offer as well as the partnership opportunities available in the region and around the world.
- Maintain robust communication tools, allowing all constituents to easily access service opportunities and civic engagement related events, resources, internships, jobs, etc.
- Create online tools for data collection and analysis for program impact and to foster reporting on national and regional surveys and reviews, such as Middle States accreditation, the Presidents' Higher Education Community Service Honor Roll, the Carnegie Classification for Community Engagement, the AASHE (sustainability) survey, and others.
- Support the ability of faculty to use online tools to support student reflection and service-learning activities.



OBJECTIVE



Improve program design and delivery to offer high impact, high quality initiatives

ACTIONS

- Ensure that programs operated by the Center are informed by and aligned with evidence-based practices for optimal student, institutional and community impact; assess GW’s practices, for example, against Andy Furco’s Institutionalization Rubric, AAC&U’s High Impact Practices, and others.
- On the institutional scale, use a mix of instruments and assessments, including widely distributed instruments such as CIRP and NSSE, and existing GW assessment tools such as the graduation survey, CI evaluation, and admitted student survey to assess the overall student experience and communicate how this information is used to support change
- Improve program assessment and feedback mechanisms and use the Center’s technology to track data for program improvement as well as for reporting on national and regional assessments such as Middle States’ accreditation, the Presidents’ Higher Education Community Service Honor Roll, the Campus Compact report, the Carnegie Classification for Community Engagement, the Sustainability Tracking, Assessment & Rating System of the American Association for Sustainability in Higher Education, and others. This may include currently existing service tracking tools as well as tools that are newly developed.

OBJECTIVE



Enhance and promote GW’s reputation as a model for institutional community engagement.

ACTIONS

- Research best practices on documenting student community engagement activity on transcripts. Implement as appropriate.
- Disseminate faculty, departmental, and disciplinary learning outcomes.
- Ensure that the Center is seen as a resource for assessment and evaluation of civic learning and civic engagement outcomes.
- Participate and encourage engaged faculty, administrators and students to participate as presenters at regional, national, and international conferences and meetings.
- Promote civic engagement activities through GW media as well as local and national media.
- Play an active role in regional, national, and international associations and initiatives devoted to service and civic engagement and the impact of civic engagement such as AAC&U, Kettering Foundation, Campus Compact, the Coalition for Community Schools, the Anchor Institutions Taskforce, National Youth Leadership Council, Points of Light/Hands On, etc.

CLOSING REMARKS

The Center for Civic Engagement and Public Service Strategic Plan for 2014-2018 outlines ambitious new initiatives that will be added to and integrated into the Center’s already existing student community service, social entrepreneurship, and academic service-learning activities.

The Center supports GW community engagement initiatives in the following issue areas: poverty, education, the environment, community health, and human rights.

The Center directly operates programs that address education and poverty. However, the Center will work to expand its functioning as a facilitator and intermediary, supporting the work of other departments, institutes and individuals in their efforts to create mutually beneficial partnerships that address between GW and the community.

In order to build a community and a culture that supports service, civic engagement, social innovation, community partnerships, and engaged scholarship at GW we cannot rely on Center staff and students alone. Instead, we must engage others at GW and in the region as civic educators and engaged scholars in order to expand the opportunities for civic engagement and engaged scholarship. The Center then, will increasingly play the role of facilitator and capacity builder at GW. The Center will provide:

- Funding
- Convening
- Training and Professional Development
- Expertise in Civic Engagement Research and Practices
- Idea Incubation
- Communication and Media
- Resource Library
- Consulting and Collaboration

Priorities for 2014-15
In addition to supporting the ongoing work of the Center and its programs and partners, we have selected priorities for 2014-15 that lay the foundation to meet our long term impact goals.

- Participate in the development of a University-wide initiative for every student to participate in Citizenship and Leadership activities **(Education Objective B)**
- Convene faculty, practitioners, residents, students, alumni and staff for generative discussion and collaboration at GW and in the region to address poverty, education, the environment, community health, and human rights. **(Research Objective A/ Service Objective A)**
- Build a database that allows us to inventory GW’s partnerships and service; analyze our impact **(Research Objective B/ Institutional Objective C)**
- Expand the pool of faculty who teach about civic engagement, conduct community-engaged research, and teach academic service-learning courses **(Education Objective C 4/Research Objective C and D)**
- Strengthen and support the ability of agencies and organizations to work with GW students, faculty and staff. **(Institutional Objective D/Service Objective B)**
- Strengthen training and professional development **(Service Objective B)**
- Expand and enhance evaluation and assessment of our programs
- Expand resources to support our work **(Institutional Objective B)**

THE CENTER FOR CIVIC ENGAGEMENT AND PUBLIC SERVICE
The mission of the Center for Civic Engagement and Public Service is to integrate civic engagement into George Washington University’s educational work. We focus GW’s resources to meet community needs beyond the campus, promote active citizenship in a diverse democracy, and enhance teaching, learning and scholarship at GW.

- GOALS**
Meet Community Needs
- Develop strong reciprocal, respectful, active democratic community partnerships
 - Use GW’s expertise and resources to address pressing human needs
 - Use evidence based strategies
 - Ensure that projects have demonstrable outcomes for community
 - Focus on several strategic partnerships with multiple programs

- Promote Active Citizenship in a Diverse Democracy**
- Engage GW with the District of Columbia and the world
 - Unite people of diverse backgrounds in meaningful relevant common experience
 - Learn the values and skills needed to participate in public decision-making and community life

- Enhance Teaching, Learning and Scholarship**
- Promote and support engaged scholarship, including service-learning and community-based research
 - Support scholarship about service and civic engagement
 - Collaborate nationally and internationally to further higher education’s commitment to civic engagement

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC