

## **STRATEGIC PLANNING TASK FORCE END OF YEAR REPORT**

This report should be submitted to the co-chairs of the Strategic Planning Oversight Committee no later than May 1, 2016. It will be released for review by faculty and staff after the final Spring 2016 meeting of the committee on May 10, 2016.

**Task Force Name:** Catholic-Inspired Community Engagement

### **2015-16 TASK FORCE WORK:**

#### **April - May 2016 Meeting Schedule:**

2015 = June 22, July 8, August 26, October 13, December 1

2016 = February 12, March 18, April 12, May 17

Presentation to Student Life Committee – December 8, 2015

Student Forum – December 8, 2015

Strategic Planning Student Advisory Group (Undergrad) - April 18, 2016

Graduate Student Advisory Group to Strategic Planning – April 25, 2016

#### **Subcommittees convened, if applicable:**

Subcommittees met as necessary

#### **Summary of work completed:**

## **2015-16 Year-End Report**

### **TASKFORCE MEMBERS**

Karen M. Lange, *Co-Chair*

Vice President for Student Affairs

Larry J. Snyder, *Co-Chair*

Vice President for Mission

Mahmoud Alaish

Doctoral Graduate Student

Elise L. Amel

Professor of Psychology and Director of Environmental Studies

James F. Ennis

Executive Director of Catholic Rural Life

Frank Forsberg

Senior Vice President of Systems Change and Innovation, United Way

Amy L. Gage

Neighborhood Liaison, University Relations

Ernest L. Owens, Faculty Affairs Committee (FAC) liaison

Assistant Professor of Management

Brad T. Pulles  
Program Director - Retention, Student Diversity and Inclusion Services

Erich Rutten  
Director of Campus Ministry

Nancy A. Sannerud  
Administrative Assistant to the Academic Dean, School of Divinity

Eva M. Solomonson  
Clinical Faculty, Graduate Social Work

Patricia Stankovitch  
Director of Psychological Services, Clinical Faculty

Rebecca Swiler  
Director of the Child Development Center

Kim Vrudny  
Associate Professor of Theology

Nicole Zwiag Daly, J.D., Consultant  
Doctoral Graduate Student

## **MISSION**

The Catholic-Inspired Community Engagement Strategic Taskforce (CICE) will focus on promoting practices within our community that reflect the university's commitment to truth, justice and *caritas* (self-giving love), and that inspire community members to work for the common good. We will build upon our strengths in ethics, sustainability, social justice, service learning, globalization and social entrepreneurship with diverse local and global communities. We will foster a more coordinated approach to community engagement and build a culture of service.

- The university will seek partnerships and relationships with Catholic institutions and agencies, both educational and service/justice oriented around the globe.
- It will promote research and teaching aimed at human development, the sanctity of human life, social justice and peacebuilding.
- We will cultivate an ethic of the care for God's creation.
- We will address injustice in our world.
- We will develop and sustain interreligious and ecumenical dialogue by engaging people of all faiths on our campuses and in the broader community.

## **PRIORITIES**

- Seek partnerships and relationships with Catholic institutions and agencies, both educational and service/justice oriented, around the globe.
- Create a culture of mutual engagement and be known for this within the larger community. CICE will promote research and teaching aimed at human development, the sanctity of human life,

social justice and peacebuilding. We will promote basic service to neighbors in need locally and globally consistent with our educational mission.

- Cultivate an ethic of the care for God's creation through curricular and co-curricular activities aimed at environmental stewardship and sustainability.
- Advance Catholic intellectual tradition through support for faculty research and professional engagement that engages the intersection of the church in the world as well as the complementarity of faith and reason.
- Live out our Catholic mission by addressing unjust inequities in our world, through our teaching and our engagement with the local and global communities.
- Recognize its responsibility to sustain interreligious and ecumenical dialogue by supporting and enhancing existing programs while constantly seeking new opportunities to engage people of all faiths on our campuses and in the broader community.

## **VISION**

### **Brainstorming Vision ideas**

- To model collaboration and we seek to bring UST's mission to life in the broader community.
- Create practical systems for all areas of UST to engage in service to the university and large communities.
- Drawing on the gifts of each member, work creatively to expand UST's engagement and service with the community (local, regional, national, and international).
- A common understanding of CICE, broadly defined (big enough umbrella) with long term goals, and clearly established support (e.g., financial resources, personal) to ensure success.
- To name ways we can animate campus/broader community to a spirit of justice and service.
- Utilize our experience and relationships to improve and explore opportunities for community engagement.
- Active and resourceful exploration of opportunities and expectations to enrich the experiences and lives of our students and providing support to our communities in ways that they/we would like to be supported.
- The group will vision together how best UST can engage the broader community; individuals will use their unique skills and interests to further that effort
- Engaged committee members who fully participate in meetings and outside activities with the end goal of creating a vibrant campus engaged in service.
- Identify the resources and broader connections for authentic experiences and long-term encounters with a broad spectrum of culture and community.
- Ethical standards of practice
- Embrace - and expand - positive, energizing, innovative ideas that transform people's lives and community.

*“To creatively and collaboratively explore practical and innovative means for authentically engaging in an ethical and positive fashion, spanning a broad spectrum of cultures.”*

### **NEXT STEPS**

After determining our mission, priorities and vision, CICE taskforce members then divided into five, independent sub-committees by theme. The sub-committees are: Religious/Faith Groups/People, Business & Social Entrepreneurship, Government & Community (External), Non-Profits, and University Benchmarks. Sub-committee members contacted stake holders and asked about existing CICE resources, pending innovations, and potential collaborations.

Sub-committee members reported out their themes and findings to the larger CICE taskforce at November 2015 meeting. [More in-depth information can be found on SharePoint site]

### **RESULTS OF THE SUB-COMMITTEE STAKEHOLDER THEMES**

#### **Faith-Based Sub-Committee**

- University must build an infrastructure that is sustainable over time.
- Build student/university member skill sets to include empathy, cultural literacy and the ability to communicate during difficult situations to ensure positive engagement with external communities.
- Ensure reciprocity in the sustained relationship - be “of” the community not just in the community.
- Make decisions based on data.
- Do not repeat what everyone else is doing but seek to fill the gaps.

#### **Business & Social-Entrepreneurship Sub-Committee**

- Create a culture focusing on building-up and contributing to the common good.
- Define the university community broadly to include students, staff, faculty, alumni and neighbors.
- Focus a distinct amount of its resources on particular communities or populations to have a greater impact.
- Build an understanding of social enterprise that engages and crosses all educational disciplines, and provides many ways for students to see themselves actively engaged.
- Map our asset’s to listen and respond to the needs of the community; develop metrics to measure impact.

#### **University Sub-Committee**

- Bring curricular and co-curricular efforts together in one centralized location.
- Create a logical university-wide structure that enables reasonable independence and leverages student leader talent and passion for community engagement.
- Continue to discuss place-based models and critical service learning.
- Identify strategic and thoughtful ties to academic curriculum.

- Institutionalize community engagement so that it is a valued part of the UST experience for faculty, staff, and students.

### **Public Sector Sub-Committee**

- Advocate best practices for student-community transformation:
  - a) Reflection to build student empathy & understanding
  - b) Address community-identified needs
  - c) Address underlying systems
  - d) Build collaborative, reciprocal community relationships
- Try to go “deep,” where UST has an obvious academic strength and connections, and go “broad”, by making sure we’re engaged in numerous places: municipal, nonprofit, for-profit and neighborhood organizations.
- Interdisciplinary work is key to engaging in community research and problem-solving, necessitating bigger, organized, long-term oriented programming.
- Recognize real costs of outreach: staff support, space, time.
- Community collaboration results must be made public and high profile.

### **Non-Profit Sub-Committee**

- Foster formal and structured alliances with partner non-profits.
- Leverage our expertise in Catholic social teaching, business and marketing, mental health, among others.
- Develop students with genuine compassion, concern and care for the common good.
- Focus on partnerships that bring the most “bang for the buck”:
  - Promote innovation and more efficient/effective ways of doing non-profit work
  - Encourage students to use their academic skills in real-life setting as well as deepen their compassion and comprehension of social justice issues
  - Seeks partnerships that reach the largest stakeholder group ie. university-wide
- Make learning about social justice issues part of academic curriculum.

### **SYNTHESIZED STAKEHOLDER THEMES**

After a thorough review and in depth dialogues of CICE sub-committee stakeholder reports, the CICE taskforce agreed upon the following strategic themes:

### **CICE STRATEGIC TASKFORCE THEMES**

- Build university-wide, institutionalized culture of engagement
- Deepen compassion and empathy of all university community members that leads to action
- Build sustainable, structured, strategic alliances seeking reciprocity and collaboration all while encouraging humility and humanity aspects of community work
- Leverage recognized university expertise and move toward aspirational innovation

- Seek academic integration to include learning goals and holistic learning

### **CICE TASKFORCE OPEN FORUM**

#### Process

The CICE Taskforce invited all university members to an Open Forum in December 2015. The Open Forum was an opportunity to engage university members into CICE taskforce work past, present and future.

The Open Forum began with an introduction and brief history of CICE taskforce Co-Chair Father Larry. Next, Co-Chair Karen Lange provided a description of the stakeholder conversations and work of each CICE sub-committee, ultimately producing the CICE Strategic Taskforce Themes

Following introductions, university members were asked to provide the CICE Taskforce with their first impressions of the taskforce's work and the five themes to date:

- Build university-wide, institutionalized culture of engagement
- Deepen compassion and empathy of all university community members that leads to action
- Build sustainable, structured, strategic alliances seeking reciprocity and collaboration all while encouraging humility and humanity aspects of community work
- Leverage recognized university expertise and move toward aspirational innovation
- Seek academic integration to include learning goals and holistic learning

Following first impressions, university members were asked to suggest enablers and barriers to the following key components of the CICE mission. Results of the Open Forum are compiled in a separate report which can be found on the CICE SharePoint site.

Based on the work of the sub-committees as well as feedback from the open forum, the five CICE sub-committees developed the following information as inspiration toward the next steps of model development.

#### **Faith-Based Sub-Committee**

- **One center for community engagement with two divisions:**
  - Curricular and co-curricular to promote a cohesive/systemic approach but still address the needs for criteria of engagement
  - Serve as a central "depository" for reporting engagement across the University, but sets and maintains a baseline of criteria for engagement and ensure coordination of standards which may differ between curricular and co-curricular engagement.
- **Data based engagement:**
  - How are partners determined?
  - How are opportunities for engagement identified?
  - In order to be most effective, do the opportunities need to come from the community rather than a "top down" decision?
  - Are we getting to "course driven" in determining who our partners will be?
- **Metrics to measure the impact: What does success look like? Data, interviews, etc.**
- **Build diverse learning communities across curriculum and with co-curricular groups: promotes sustainability, accountability & reciprocity**
- **Mindful of 4 levels:**
  - Charity
  - Improvement
  - Engagement
  - Reform

### **Business & Social-Entrepreneurship Sub-Committee**

- **Center for Service (Center for the Common Good?)**
  - Acts as the Convener/Organizer
  - Defines principles of engagement
  - Provides a structure to sustain efforts
- **Such a center would have a menu of options:**
  - Service Learning
  - Service in mission
  - Summer experiences
  - Transformational opportunities
  - Post-graduate year of service
- **Common good is the anchor.**
- **Grounded in community.**

### **University Sub-Committee**

- **Build university-wide, institutionalized culture of engagement**
  - A few days each year specifically devoted to service for faculty, staff, students (e.g. MLK day)
  - Supervisors support employees taking/making time for engagement efforts
  - Are there interview questions we ask regarding engagement? Could we standardize one?
  - Service opportunities for new students (welcome weekend)
  - Required engagement in the curriculum (supporting E.F.F. task force)
  - St. Thomas signature event (conference, or annual speaking engagement)
- **Deepen compassion and empathy of all university community members that leads to action**
  - Perhaps through a common text?
  - Recognizing development stages of social justice work (awareness, empathy, looking at systems, advocating for equitable structures, etc.)
- **Embed development stages into workshops and faculty development**
  - Best practices (Barbara Jacoby)
  - Social change wheel – MN Campus Compact
- **Build sustainable, structured, (diverse, inclusive, equitable?) strategic alliances seeking reciprocity and collaboration all while encouraging enforcing humility and humanity aspects of community work**
  - Identify a diverse network of partners, carefully and intentionally selected for mutually beneficial outcomes
  - Adequate training prior to engagement efforts/initiatives and processing post-engagement
  - Being mindful of equitability among communities we are engaging with
  - Engagement should follow best practices no matter what form it takes (clubs, curricular, etc.)
- **Leverage recognized university expertise and move toward aspirational innovation**
  - Accessing the talent within St. Thomas related to positive, critical engagement, while always encouraging exploration of potential engagement opportunities beyond boundaries
  - Mindful always of ethics of engagement
  - Include traditional service-learning, co-curricular engagement, social entrepreneurship, and sustainability
  - Models of memorandum of understanding
- **Frameworks of cooperation and facilitating collaboration between parties**
- **Seek academic integration to include learning goals and holistic learning**
  - Cornerstone, keystone, capstone model incorporated into the curriculum at UST, so that each and every student (and thereby many faculty and staff) is spending time throughout their St. Thomas experience focused on community engagement
  - Living and learning communities
- **Recommendations from CICE University Benchmarking Subcommittee**

1. Bring curricular and co-curricular (extra-curricular?) community engagement efforts together in one centralized location
2. Create a structure that logically organizes community engagement efforts across the university while allowing for appropriate levels of independence, while also leveraging gifts and talents of student leaders with a passion for community engagement.
3. Continue discussions of place-based models and critical service learning, and whether those should be incorporated at St. Thomas
4. Identify ways that community engagement can be strategically and thoughtfully tied into the curriculum
5. Institutionalize community engagement in a way that it becomes a valued part of the fabric of the St. Thomas experience for faculty, staff, and students

#### **Public Sector Sub-Committee**

- **Support autonomy by embracing current programming and future innovations of stakeholders.**
- **Raise and/or maintain high bar for engagement (intentional, reciprocal, reflective/deep, authentic, and long-term).**
- **Coordinate diverse stakeholders (across units as well as faculty/staff/students); eliminating redundancies, maximizing efficiencies.**
- **Eliminate barriers to participation for all constituencies.**
- **Need to be embedded not just culturally but systemically, in the HR system.**
- **Developmentally appropriate**
- **We also discussed one structural feature, an oversight body (akin to IRB or ARCIE) with broad representation whose jobs, among other things, would be to:**
  1. Vet projects
  2. Maintain records of engagements and outcomes for assessment.

#### **Non-Profit Sub-Committee**

##### **Theme 1: Build university-wide culture of engagement**

- Incorporate information about university culture in all marketing materials to prospective and new students, job opening information/postings to prospective employees, media, etc.
- Build engagement culture into the human resources aspect of our university. Provide incentives to faculty and staff for actively engaging in engagement
- Time off with pay to engage in community service
- Build engagement into performance reviews

##### **Theme 3: Build structured, strategic alliances seeking reciprocity & collaboration**

- We also support a specific office at UST where non-profits can call to inquire about whether the university has any resources available to address a specific agency or community concern. We also see this entity serving undergrad and grad students who wish to pursue community based service volunteering, whether that be domestic or abroad. This would be a clearing house for students who are unable to engage in formalized engagement offered via Common Good Core Curriculum (e.g., grad students) and those who want to do more than the minimum offered through the Common Good Core Curriculum.

##### **Theme 4: Leverage recognized university expertise**

- We support encouragement of faculty and staff to play a role in forming partnerships for community engagement and teaching/leading discussion components of the common good core curriculum/colloquium components.

##### **Theme 5: Seek an academic link**

- The Common Good Core Curriculum and Common Good Colloquium would provide this link. In addition, enhanced value and attention placed on incorporating community engagement in courses outside of the

“common good” curriculum – through GALE, for example – would continue to immerse “common good” engagement into the academic heart of the University.

At the next meeting on May 17<sup>th</sup>, the task force members will meet to take all the themes and ideas developed to finalize a recommendation to move forward.

**Events held, if applicable:**

Open Forum – December 7, 2015

In addition, the CICE task force met with the co-chairs of the Educating for the Future Task Force on March 7, 2016 and submitted recommendations regarding guiding principles, best practices and curricular model regarding engagement for a First Year Experience. [see SharePoint site]

**Plans for submitting and disseminating recommendations or results from 2015-16 work:**

The CICE task force is currently reviewing all of the information from the work of the sub-committees and open forums to create recommendations and next steps for a model for the University of St. Thomas. The final model documentation will be shared with the Strategic Planning Oversight Committee by Fall 2016.

*Please attach any documents that you would like to release for wider community review at this time.*

**2016-17 TASK FORCE PLANS**

**Will your task force continue work past May 10<sup>th</sup>, 2016?**     Yes   No

**If yes:** The next meeting is scheduled for May 17 and the task force will regularly to a recommendation to be brought forward to the Strategic Planning Oversight Committee by Fall 2016.

**Planned summer work:**

The CICE task force will continue to meet throughout the summer until recommendation are final.

**Membership/leadership change requests for 2016-17:**

Request the recommendation be moved forward to an implementation team.

**Proposed timeline for 2016-17:**

Recommendations completed by Fall 2016 and develop next steps for implementation team.

**Changes in resource needs:**

[Click here to enter text.](#)

**Please describe any need/opportunity for additional community input that you anticipate for Fall 2016.**

[Click here to enter text.](#)