

DUKE CIVIC ACTION PLAN



EXECUTIVE SUMMARY

In March 2016, Campus Compact challenged its member institutions to renew the promise of the public purposes of higher education by creating a Civic Action Plan. Along with the leaders of more than 400 higher education institutions, President Brodhead committed Duke to this worthy endeavor. To formulate the Civic Action Plan, the Duke Office of Civic Engagement (DOCE) convened more than 130 faculty, staff, students and community members to discuss how to strengthen civic engagement at Duke. This process was anchored by the Civic Action Plan Statements (see sidebar on page 3) offered by Campus Compact prompting participants in the process to uncover the strengths, weaknesses and possibilities in Duke's partnerships with local, national and international communities. The process has benefited from concurrent initiatives at Duke to formulate a new academic strategic plan and undergraduate curriculum, a parallel that aligns this work with broader institutional planning efforts.

**“Duke aims to become a model for integrity, consistency and reciprocity of partnerships.”
– 2017 Together Duke: Advancing Excellence Through Community**

The Civic Action Plan uses the commonly accepted definition of civic engagement from the American Association of Colleges and Universities (Ehrlich, 2000):

“Civic engagement is working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.”

The Civic Action Plan identifies a variety of strategies to facilitate Duke's engagement in sustainable and equitable partnerships, including increased coordination, communication, and knowledge of practices and partnerships across the institution and within the community.

The priorities for the Duke Civic Action Plan coalesced around five clear themes (detailed on pages 9-13 of this report):

- community partnerships
- coordination
- ethics in civic engagement
- faculty and staff support
- equity and justice issues

The vision for this plan is captured in the university's academic strategic plan, *Together Duke: Advancing Excellence Through Community*, to be “a recognized leader in civic engagement, Duke aims to become a model for integrity, consistency and reciprocity of partnerships.” To accomplish this, the Civic Action Plan identifies a variety of strategies to facilitate Duke's engagement in sustainable and equitable partnerships, including increased coordination, communication, and knowledge of practices and partnerships across the institution and within the community.

INSTITUTIONAL CONTEXT

Duke's commitment to contributing to the broader good and needs of the world is reflected in the university's *Strategic Plan 2006: Making a Difference*, which highlights the importance of the democratic goals and public purposes of higher education. "Knowledge in service to society" is featured throughout the document and is considered an enduring theme for the foundation of research, teaching and civic engagement at Duke. The 2006 strategic plan committed to creating an "enduring culture of service" and "expanding opportunities for students and faculty to apply knowledge in the service to society."

In 2007, Duke University launched DukeEngage to provide funding and support for select Duke undergraduates to participate in immersive, summer civic engagement opportunities in partnership with communities. DukeEngage is driven by a core set of values and takes seriously its responsibilities to students and the communities it serves; all service efforts are community driven and care is taken to build sustainable partnerships with communities. It is the largest of any such program in the U.S. and reflects a substantive commitment by the university, having begun with \$15 million endowment gifts from The Duke Endowment and the Bill and Melinda Gates Foundation. To date, DukeEngage has funded over 3,600 students to do immersive civic projects in the US and abroad.

While many civic engagement initiatives were, and still are, decentralized across different divisions, schools and departments at the university, institutional resources were given to address the administrative coordination of civic engagement through the establishment of the Duke Office of Civic Engagement (formally the Duke Center for Civic Engagement) in 2007. It was created to serve as an umbrella organization for programs and efforts connecting service and learning. In 2010, the Klein Wells committee report recommended an administrative commitment to best practices, strategic planning and coordination in civic engagement. In addition, the committee addressed the need to clarify lines of connection and accountability amidst a decentralized civic engagement landscape. The challenge and vision the Klein Wells report offered was for Duke to match and elevate its aspirations for civic engagement with its aspirations for curricular and co-curricular excellence.

Duke University has been included each year since 2008 on the President's Higher Education Community Service Honor Roll. Sponsored by the Corporation for National and Community Service, the award recognizes colleges and universities for their commitment to volunteer service, service-learning and civic engagement based on annual documentation of volunteer participation rates, community partnerships and commitment of institutional resources to critical community needs. Over the years, Duke has been recognized specifically for excellence in the categories of Education and Economic Opportunity; in 2008, the university was named a Presidential Awardee.

Campus Compact Action Statements

#1 We empower our students, faculty, staff and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable and sustainable future for communities beyond the campus - nearby and around the world.

#2 We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act and lead in pursuit of the public good.

#3 We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities - economically, socially, environmentally, educationally and politically.

#4 We harness the capacity of our institutions - through research, teaching, partnerships and institutional practice - to challenge the prevailing social and economic inequalities that threaten our democratic future.

#5 We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.

Since 2010, the Carnegie Foundation for the Advancement of Teaching has awarded and renewed Duke University's Elective Classification on Community Engagement. Duke has maintained its designation as a "community engaged institution" based on periodic submissions of an extensive dossier documenting the University's mission, culture, leadership, resources and practices supporting community engagement.

Offerings for students and faculty provide immersive and short-term experiences, curricular and co-curricular activities and local as well as global opportunities.

In October 2015, the university released "Civic Engagement at Duke: Survey of Campus Program Initiatives and Activities 2013-2014." This inventory describes robust and extensive opportunities and participation of civic engagement among Duke's students, faculty and staff. According to that report, more than 6,000 members of the university community participated in civic engagement activities, resulting in nearly 300,000 service hours during the 2013-2014 academic year. Nearly 45% of the activities were embedded in the university curriculum, reflecting an institutional commitment to integrating service and learning. More than 40% of civic engagement activities take place in Durham, Duke's home in North Carolina.

Duke has an extensive legacy of civic engagement opportunities reflecting the myriad of ways in which disciplines and programs intersect with community issues. Offerings for students and faculty provide immersive and short-term experiences, curricular and co-curricular activities and local as well as global opportunities. According to the "Civic Engagement at Duke: Survey of Campus Program Initiatives and Activities 2013-2014," a variety of schools and departments coordinate civic engagement efforts including: Trinity College, Divinity School, Fuqua School of Business, The Graduate School, School of Law, School of Medicine, School of Nursing, Nicholas School of the Environment and the Pratt School of Engineering. In addition, 55 student organizations, 12 programs/departments and four campus ministries coordinate additional civic engagement opportunities. In total, Duke is engaged in 275 partnerships and programs connecting the campus and community through a variety of channels, including curricular, co-curricular, immersive, short-term and long-sustained partnerships.

Currently under review, *Together Duke: Advancing Excellence Through Community* lists a central goal of strengthening "Duke's capacity to address challenges locally and globally." Specifically it highlights the role of the university's institutes and schools to more strategically engage in particularly pressing issues: energy and water resources, race, migration and citizenship, and population health. The plan also proposes mechanisms to build local-to-global influence and to strengthen mechanisms for community engagement. The implementation of these objectives will be outlined in the coming academic year and may have opportunities for alignment on implementation of key priorities for the Civic Action Plan.

COMMUNITY CONTEXT

Duke University is located in Durham, North Carolina, a vibrant community enriched by art, culture and history and home to educators, entrepreneurs and engaged citizens. Known as the City of Medicine, Durham is recognized for its world-class health care, highly ranked universities and robust economy. Durham is also a place of deep and complex histories, including Black Wall Street, tobacco conglomerates and social justice movements.



Duke community members complete a work day at the Pauli Murray Home Historic Landmark.

Despite renewed interest and investment in Durham, challenges remain. While Durham has become a place of start-ups and innovation, it struggles to translate those jobs into economic opportunity for many of its working class residents. Reinvestment in some neighborhoods has improved their appearance but has also increased rents, forcing some long-time residents to re-locate. Confronting these challenges is an important step in working together more fully with Durham communities.

More than 500 nonprofits in the Triangle area create a complex landscape of organizations working for the public good. Duke has addressed community-identified issues by collaborating with neighborhood coalitions, which have included a national model for a community-controlled land bank, a homeownership club and community development efforts. It is also important to note that 40% of Duke's civic engagement efforts are concentrated in Durham. The remaining 60% are spread across communities in the state, throughout the region and around the globe. Because there is no one community in which Duke partners, using the term "community" in this plan is complicated. Community can be used to describe a neighborhood, grassroots association, identity group, nonprofit or government organization, school or various other community entities. The locations of these communities are diverse and the issues, histories, culture and challenges represented in each community are unique and ever-changing.

It is important to note that 40% of Duke's civic engagement efforts are concentrated in Durham. The remaining 60% are spread across communities in the state, throughout the region and around the globe.

Different programmatic initiatives continue to strengthen partnerships and commit to an enduring relationship with Durham.

Duke is already addressing some of the action statements set forth by Campus Compact.

- The university increased the minimum hourly rate of employees working at least 20 hours per week to \$13.00/hour, a 19.2% increase from the previous minimum.
- Trinity College of Arts and Sciences in collaboration with the Human Rights Center at the Franklin Humanities Institute has offered a Teaching for Equity Fellowship program to address issues of identity, race and racism; more than 30 faculty members have participated in the new program.
- The Duke Global Health Institute sustains long-term, mutually beneficial relationships with 12 Priority Partnership Locations around the globe to increase capacity-building, education and research in strategically important areas.
- The Duke Chapel's PathWays program engages students in service, faith and learning while at Duke. PathWays offers for-credit courses, community service, summer internships, a year-long post-graduation fellowship and spring break programs.

Duke's Office of Durham and Regional Affairs describes the university's relationship with Durham as "neighbor, employer, investor and partner." Employing more than 37,000 employees, Duke University and Health System is Durham's largest employer. Nearly one million square feet of space is leased downtown, generating \$5 million in tax revenue for the city and county. In addition, Duke was an early investor in the Durham Performing Arts Center and the American Tobacco Campus; both spaces are critical to the renewed downtown vibrancy of arts, entrepreneurship and culture. Beyond economic development, Duke has committed to helping finance affordable housing and has partnered with Self-Help Credit Union, Habitat for Humanity of Durham, Durham Community Land Trustees, and the City of Durham to facilitate the building of more than 260 affordable housing units in Walltown, Southwest Central Durham and Southside neighborhoods.

While this is only a short list of Duke's investment and partnership in Durham, there is also room for Duke to continue to increase its partnership and relationship with the city. Different programmatic initiatives continue to strengthen that partnership and commit to an enduring relationship with Durham, such as the Pauli Murray Project, part of the Duke Human Rights Center at the Franklin Humanities Institute, which is a community-led project that shares the legacy of Pauli Murray to tackle enduring inequities and injustice in the community. Through the Quality of Life Project, the university formed a land bank between Duke and Durham, which has become a national model for community-driven neighborhood development, requiring neighborhood representatives to approve or reject every proposal that comes forward. Responding to the needs of access to quality health care, the Duke Division of Community Health operates three primary care clinics in Durham that provide medical care to those with and without insurance. In an effort to better equip early-career teachers, Duke TeachHouse provides a living and learning residential community for recent graduates of the Duke Teacher Preparation Program and pairs them with experienced teachers to serve as mentors.

CIVIC ACTION PLANNING PROCESS

Early in summer 2016, members of the University Council on Civic Engagement (UCCE) helped shape the Civic Action Plan process. The process reflects a transparent and collaborative approach for both the campus and the community to shape the future priorities for civic engagement at Duke. A list of the campus and community organizations represented throughout the process is included on page 15. Individuals participating brought forth a range of experience, perspective and knowledge of civic engagement.

The process began with a generative phase, which involved members of the campus and community giving voice to issues relating to the strengths and challenges of civic engagement as currently practiced at Duke. The DOCE convened seven sessions open to faculty, students, staff and community partners. These three-hour sessions allowed for both individual and group activities to generate a modified SWOT (strengths, weaknesses, opportunities, threats) analysis for civic engagement at Duke. As ideas were generated, they were shared with the group on a gallery wall where participants read through and assigned the level of priority to each idea.

Following the generative phase, the Faculty Advisory Board for the DOCE and a working group for civic engagement reviewed priorities and overarching themes. As themes began to take shape, they were rewritten as “How Might We?” questions (listed below) for two subsequent sessions that explored how to turn the ideas into action:

- How might we strengthen the relationship between the campus and community?
- How might we connect a diffuse campus in terms of civic engagement?
- How might we better prepare all students, faculty and staff for ethical work with communities?
- How might we encourage faculty and staff involvement in civic engagement?
- How might we examine and invigorate Duke’s commitment to equity and justice in civic engagement work?

Every idea generated and weighed in each session was documented, and the strength of priority assigned by participants was recorded. The list of ideas and possibilities was extensive and required further analysis. In order to determine the list of priorities represented in the plan, each idea was analyzed based on its feasibility, degree of priority assigned by Civic Action Plan participants, expected cost and alignment with the university’s strategic plan. Some ideas were determined to be beyond the scope of the Civic Action Plan or specific to one particular unit (rather than institutional). The final list of priorities was then reviewed by stakeholders who recommended possible implementation strategies.

How Might We ... ?

- How might we strengthen the relationship between the campus and community?
- How might we connect a diffuse campus in terms of civic engagement?
- How might we better prepare all students, faculty and staff for ethical work with communities?
- How might we encourage faculty and staff involvement in civic engagement?
- How might we examine and invigorate Duke’s commitment to equity and justice in civic engagement work?

Implementation of the Civic Action Plan will be led by the DOCE in collaboration with various units across campus. The UCCE, comprised of campus representatives working in civic engagement, will guide the implementation of the plan.

Ensuring community partners have a voice within Duke's civic engagement work is one approach to better understand and apply community perspectives.

Planning Team and Participants

Throughout the generative and ideas-into-action sessions, more than 130 individuals participated in the Civic Action Planning process, representing 64 units within Duke and 19 nonprofit organizations. Key individuals for the formulation of the plan include Eric Mlyn, Leslie Parkins, Elaine Madison, Dennis Clements, Lucia Constantine and Cathy Stamm. The Civic Action Plan was shared with the Provost and President for review and finally submitted to Campus Compact.

Priorities and Outcomes

The Civic Action Plan priorities coalesced around themes which were apparent after the initial generative sessions. These themes include: strengthening community partnerships, coordination of civic engagement, ethically engaging with communities, supporting faculty and staff, and invigorating Duke's commitment to equity and justice. Included in this report are tables describing priorities associated with each theme, along with objectives that are tied to actionable steps.

community partnerships

Community Partnerships

The greatest concentration of civic engagement work at Duke happens in Durham; the remaining efforts are distributed across various communities locally and across the globe (Civic Engagement at Duke: Survey of Campus Program Initiatives and Activities 2013-2014). Better understanding civic engagement efforts in Durham and beyond is essential to doing this work well.

Ensuring community partners have a voice within Duke's civic engagement work is one approach to better understand and apply community perspectives. This could be accomplished through a commitment for every civic engagement program or initiative at Duke to designate a role(s) for community partners to serve on any internal advisory councils or boards. These partnerships also require open and on-going feedback and communication; the practice of feedback from community partners working with civic engagement is critical to the relationship between Duke and communities or organizations. Duke-Durham Neighborhood Partnership practices community-based approaches and serves as a wealth of knowledge and relationships between Duke and Durham. Additional programs such as Partners for Success, America Reads/America Counts and the College Advising Corps commit to local schools and enduring partnerships.

Durham community partners have expressed interest in greater access and understanding of resources at Duke available to the broader community. Making those resources and policies accessible to community partners can strengthen collaborative work and foster a more reciprocal relationship between the university and Durham.

Finally, ensuring the university is ascribing to an asset-based model of community partnership recognizes and respects the strengths, expertise, capacity and resources of communities rather than approaching them as deficit-based or problem-based. It is essential that Duke approaches community partnerships acknowledging the vast assets and knowledge of the community; this provides an opportunity to share expertise and resources, allowing for stronger and more sustainable partnerships.

Making resources and policies accessible to community partners can strengthen collaborative work and foster a more reciprocal relationship between the university and Durham.



DukeEngage participants join in the work of a sidewalk chalk activist.

COMMUNITY PARTNERSHIPS:
 Strengthen the relationship between the campus and the community.
 Connects to Action Statements #1 and #3.

Objective	Tactic	Indicator of Success
Increase the presence and voice of community partners in decision-making in civic engagement programs	Encourage community partner representation in advisory councils for civic engagement programs	Evaluate community partner participation in advisory councils for civic engagement programs
Facilitate avenues of feedback between the community and campus in terms of civic engagement efforts	Ensure civic engagement program evaluations are offered to community partners	Represent community partner voices consistently in evaluation processes in civic engagement programs
Increase access to resources at Duke for community partners	Identify and share campus resources available to partners	Evaluate access to campus resources for community partners
Ascribe to asset-based model assuring community-initiated projects as a standard practice	Evaluate existing practices according to an asset-based model	Increase use of an asset-based model for partnerships

coordination of efforts

Coordination

Duke’s civic engagement efforts are vast, robust and diverse; however, they remain disconnected from one another, which complicates the navigation of opportunities, hampers consistency among policies and leads to duplication of efforts within communities.

The Civic Action Plan aims to strengthen coordination of civic engagement by creating mechanisms to increase the knowledge and navigation of community partnerships.

The Civic Action Plan aims to strengthen coordination of civic engagement by creating mechanisms to increase the knowledge and navigation of community partnerships. Addressing the disparate practices and policies among civic engagement programs will maximize the impact of programs, minimize risk to individuals and communities, and strengthen sustainability of partnerships. For example, practices and policies can be standardized in ways similar to how the Duke Policy for Minors in Duke University Programs has been implemented on campus. This priority seeks to share in standardized practices within Duke’s civic engagement programs.

Coordination of civic engagement learning with the curriculum exists in a variety of ways, including through experiential certificates, Duke Service-Learning, the Duke FOCUS Program and DukeImmerse. Collaborating closely with these curricular programs will increase and deepen understanding of civic engagement through academic coursework.



Civic Action Plan participant shares ideas and priorities.

COORDINATION:
Connect a diffuse campus in terms of civic engagement.
Connects to Action Statements #4 and #5.

Objective	Tactic	Indicator of Success
Increase knowledge and navigation of community partnerships	Create a hub of knowledge for civic engagement	Establish an information hub of relevant civic engagement units
Enhance coordination within the university among civic engagement programs, policies and efforts	Map and share best practices and policies in civic engagement	Increase consistent use of practices and policies across civic engagement programs

ethicsincivicengagement

Ethics in Civic Engagement

While Durham is home to Duke University, most students do not come from Durham or North Carolina. This issue of place and context is a clear challenge in preparing students for civic engagement in Durham – and also is a challenge for students engaging in service around the globe. In addition, the impact of civic engagement on student learning and retention is significant when it is done well and thoughtfully (Bingle, Hatcher & Muthiah, 2010). However, having ill-prepared students can result in negative impacts on communities and reinforced stereotypes among participants (Root, Callahan & Billig, 2005). Increasing preparation and reflection of students and those who coordinate civic engagement programs is key to making sure Duke is following through on a commitment to community partnerships, student learning and sustainable impact.

Offerings such as the Fortin Foundation DukeEngage Academy, Learning Together Program through the Division of Community Health and the Kenan Purpose Program aim to better prepare students for meaningful, ethical and sustainable civic engagement. Sharing the practices of each of these programs can provide insight into how to engage more ethically, while drawing on the expertise of Duke faculty and staff.

Additional preparation for civic engagement may be provided in the form of online modules, trainings, resources or other channels. Better understanding of what currently exists at Duke to prepare individuals for civic engagement and assessing the effectiveness of those offerings is necessary to understand what needs to be developed.

Increasing preparation and reflection of students and those who coordinate civic engagement programs is key to making sure Duke is following through on a commitment to community partnerships, student learning and sustainable impact.

ETHICS IN CIVIC ENGAGEMENT: Better prepare all students, faculty and staff for ethical work with communities. Connects to Action Statements #2, #4 and #5.		
Objective	Tactic	Indicator of Success
Increase reflection in civic engagement programs	Document, create and share reflection resources	Examine how civic engagement programs use reflection resources
Strengthen existing resources to better prepare those leading and participating in civic engagement experiences	Assess existing resources to prepare for civic engagement	Identify resources with the most significant impact on civic engagement preparation
Increase civic engagement knowledge and best practices among students	Create resources or modules for faculty, staff or students to use in curricular or co-curricular activities	Evaluate the use of the training modules

facultyandstaffsupport

Faculty and Staff Support

Many of Duke’s civic engagement activities are a direct result of the faculty and staff coordinating those efforts. For some, civic engagement is part of their daily responsibilities; for others, it might be in addition to work they are already doing. Supporting faculty and staff enables Duke to engage with communities and prepare students more fully.

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Collecting current funding opportunities available on-campus and beyond can allow for faculty and staff to better align their work together with communities and can create the potential for more impact and sustainability. Examples of current funding include:

- Duke Service-Learning’s Course Enhancement Grants provide faculty with funding to integrate service-learning into academic coursework;
- The Sanford Policy Bridge offers funding for faculty and staff to support research and policy engagement activities; and
- Data+ ten-week summer research experience offers Duke faculty and students an opportunity to explore new data-driven approaches to interdisciplinary challenges.

Examining and sharing current resources at Duke to encourage engaged scholarship can allow for more possibilities for faculty to apply and engage in rigorous scholarship while working with communities.

Finally, Duke provides various communities and networks in which faculty and staff can connect. Staff and faculty comprise the University Council on Civic Engagement to identify strategies to foster, assess and maximize effective civic engagement. The Civic Action Plan aims to continue these efforts to promote stronger communication and collaboration along civic engagement faculty and staff.

FACULTY AND STAFF SUPPORT:
Encourage faculty and staff involvement in civic engagement.
Connects to Action Statements #2, #4 and #5.

Objective	Tactic	Indicator of Success
Increase support for faculty and staff to do civic engagement work	Gather, document and disseminate available funding opportunities	Deliver a comprehensive list of funding opportunities to stakeholders
Support engaged scholarship	Offer faculty engaged scholarship resources and information in a centralized location	Report faculty civic engagement activities through the scholars.duke.edu portal
Strengthen connections and networks of civic engagement practitioners at Duke	Continue UCCE meetings (6 times per year) and topical discussions and activities	Evaluate participant experiences in UCCE meetings

equity and justice issues

Equity and Justice

Individual programs and offices provide avenues for students, faculty and staff to broaden the civic engagement conversation to include equity and justice. Better preparing faculty and staff who coordinate civic engagement programs on the issues of racial equity, diversity and inclusion was a consistent priority identified throughout the Civic Action Plan process. Working with the Office of Institutional Equity and well-trained organizations, such as the Racial Equity Institute and Dismantling Racism Works, would provide the opportunity for faculty and staff to apply these concepts to civic engagement work. The Human Rights Center at the Franklin Humanities Institute has offered such training in the past and currently offers the Teaching for Equity Fellows Program. In addition, the Division of Student Affairs has offered The Mirror Effect, a six-module training program to provide education in cultural competency for all Student Affairs staff to gain awareness, information and knowledge about perspectives different from their own. The Center for Multicultural Affairs offers (Power) Trainings and Cultural Fluency workshops for students and student groups interested in learning how to engage with diverse communities, explore their own identities and enhance their cultural competency.

Participants convened in the Civic Action Plan sessions expressed interest in unpacking the notions of racial equity, diversity and inclusion for current and future endeavors.

Continuing to provide avenues for that work with communities is essential to understanding how knowledge can be offered in service to society. Participants convened in the Civic Action Plan sessions expressed interest in unpacking the notions of racial equity, diversity and inclusion for current and future endeavors.

EQUITY AND JUSTICE: Examine and invigorate Duke's commitment to equity and justice issues. Connects to Action Statements #1 and #2.		
Objective	Tactic	Indicator of Success
Offer racial equity, diversity and inclusion training to faculty and staff leading civic engagement programs	Coordinate a Racial Equity Institute or Dismantling Racism Works seminar annually	Increase the number of faculty and staff participating in annual racial equity, diversity and inclusion training
Broaden the civic engagement conversation to include equity and justice issues and approaches	Examine existing offerings to engage in equity and justice conversations and provide new opportunities or connections as needed	Promote and encourage faculty, staff and students participating in equity and justice conversations

TIMELINE AND ACCOUNTABILITY

The priorities outlined in this Civic Action Plan represent civic engagement priorities for the next five years. Much of the work represented in the plan will intersect with the DOCE and the UCCE. In addition, a number of priorities are best undertaken in collaboration with other programs and offices, some of which are identified in this plan.

Once approved and submitted to Campus Compact, the Civic Action Plan will be shared with the campus as a public document housed on the Duke Office of Civic Engagement website. The Office of News and Communication is a partner in sharing the Civic Action Plan to a broader audience. As implementation of the Civic Action Plan is underway, the DOCE staff will share out the lessons, updates and results through its annual report. In addition, Duke will be a part of national conversations with more than 400 campuses that are also writing and implementing individual Civic Action Plans. As part of those conversations, Duke will share with other institutions the process and lessons learned through this effort.

Cover photos (L to R): Students participate in a Habitat for Humanity Build; Curriculum development team from the Pauli Murray Project at Duke Human Rights Center/FHI visit the Pauli in the World Mural; Global Health Institute graduate student conducts community-engaged research in Madagascar; America Reads America Counts tutor reads to a student.



Participants deliberate during a Civic Action Plan session.

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Center for Reconciliation
Community and Family Medicine
Computer Science
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Duke Chapel
Duke College Advising Corps
Duke Community Service Center
Duke Divinity School
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Duke Global Health Institute
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Contributing Community Partners

Community Church
Community Empowerment Fund
Church World Service Durham
Durham Co-op Market
Durham Habitat for Humanity
DurhamCares
El Centro Hispano
Emily K Center
Foundation for Health Leadership
and Innovation
Kidznotes and El Sistema USA
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Partners for Youth Opportunity
Reinvestment Partners
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Student U
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Leadership Center
TROSA
Walltown Children's Theatre

community
partnerships
coordination
ethics in civic
engagement
faculty and
staff support
equity and
justice issues



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