

Civic Engagement at Duke

A Survey of Campus Programs, Initiatives, and Activities: 2013-2014



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Below: Dr. Eric Mlyn, Assistant Vice Provost for Civic Engagement and Peter Lange Executive Director, DukeEngage.



Dear Colleague:

I am so pleased to share with you this remarkable document, “Civic Engagement at Duke: A Survey of Campus Programs, Initiatives and Activities: 2013-2014.”

I have two motivations for calling what follows remarkable. First, never before has Duke University had such a detailed and comprehensive inventory of our civic engagement activities. Duke has thrived over the years in part because of its decentralized structure and entrepreneurial ethos; the civic engagement ecosystem has taken root and grown in this environment. This disparate growth poses a challenge to those attempting to fully grasp all that is happening here in the civic space. To address this difficulty, we embarked on the large task of researching and writing the report you are reading. Second, the report is remarkable for the range and depth of civic activities that it documents on our campus. This range and depth can be seen in the types of activities we are involved with, the range of students, faculty, staff and alumni who are involved, and the local, national and global communities that we serve.

At a time when references to “the crisis in American higher education” are proliferating as the cost of and access to higher education have become salient political issues, the civic mission of institutions like Duke becomes even more important in the face of seemingly intractable global problems.

In the end, we must ask what do our institutions do to contribute to the common good. In short, how can we not bring the knowledge and resources of our great institutions to bear on these problems? How can we not share our riches with those who do not have them? And how can we not have our students understand

these issues and spend at least part of their time at Duke addressing them? As you will see in the pages that follow, we are doing just that. Embedded in each data point and story that follows is not only a clear account of what we are doing, but also expressions of why we are doing it and why it matters.

The civic ethos is alive and thriving across this University. The history detailed in this report illustrates that it is a founding principle, a rich and varied current priority and surely a future emphasis. I am confident that the document will help to pave the way for how we think about the Duke we want — not only for next year but also for the generations that follow.

We know full well that we have not captured everything. Additional programs, people and policies will shape future reports. And there will be future reports. We now have a system and method to survey our campus, so repeating the process in the years to come will not be nearly as challenging as this first effort. Thus, this inventory will also be a success in part because of the efforts that it will surely inspire.

This remarkable document would not have been completed nor would it be so remarkable without the brilliance and tenacious work of Elaine Madison and Jacki Purtell, a powerful and dynamic team that embodies that rare combination of deep attention to detail with an ability to discern important macro patterns and themes. Though I am listed as a co-author, my role has been limited. I also want to thank the scores of people at Duke who responded to our requests for information. Without their feedback, there would be no inventory.

In the pages that follow you will see what civic engagement looks like at a great University. Enjoy.

Eric Mlyn
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Executive Summary

Civic engagement — the call to become involved in and with political processes and public issues that affect one's life and community — is both part of the historical legacy of Duke University, dating to the 1924 indenture, and part of the current pedagogy and practice of the units, departments, and programs on campus. In an effort to better understand the depth and breadth of engagement on our campus, and to begin to understand the impacts — in the community, on students, and on the University — of civic engagement programs and practices, in the fall of 2014, Eric Mlyn, Assistant Vice Provost for Civic Engagement, commissioned a survey of such programs.

The 2013-2014 Civic Engagement Inventory asked responding programs, projects, and initiatives to report on their work in multiple categories and dimensions, ranging from the scope of participation and impact to the underlying logistical support structures that made their work possible. From the results of the Inventory instrument, we have learned that civic engagement is a rich and complex component of the Duke education and experience. In particular, in reviewing the civic engagement efforts of the 2013-2014 academic year, we learned:

- More than 6,000 members of the campus community participated in civic engagement programs, projects, and initiatives, donating nearly 300,000 service hours. This service included the efforts of more than 1,500 graduate students — contributing some 40,000 hours of Duke's overall engagement. This specific finding suggests that civic engagement has a broader reach than solely the undergraduate community; Duke graduate students engage in consulting initiatives through efforts, such as Duke Interdisciplinary Social Innovators, or tie civic engagement efforts to program curriculum, as occurs with participants in the Certificate in Community-based Environmental Management.
- Civic engagement work is not purely the purview of the co-curricular sphere. About 45% of programs, projects, and initiatives were embedded in or connected to some component of the undergraduate or graduate curricula. This includes large-scale efforts such as Duke Service-Learning and Bass Connections, as well as programs with specific course or departmental connections, such as the Duke Chapel Pathways internship and fellowship programs. As a result of this finding, we anticipate there is more to be learned about how civic engagement is interwoven with various learning and teaching pedagogies, from the growth of community-based research projects to the Innovation & Entrepreneurship and Civic Engagement & Social Change experiential certificates, as well as in the practices and policies of individual schools, departments, and units.
- Eighty percent of the civic engagement efforts across campus were concentrated into four themes: education, poverty alleviation, arts and culture, and faith-based/faith-related service. Emerging civic engagement themes, such as innovation and global health, will no doubt account for a larger share of efforts in future reports.
- Most of the civic engagement work emerging from campus is done right here at home. More than 40% of the work is done within the Durham community, including efforts such as the Community Empowerment Fund and the Durham Giving Project. Additionally, 12% of work is done on campus, such as that done by Team Kenan, and 16% of work is done in North Carolina, through efforts such as the North Carolina Family Impact Seminar. All told, 72% of programs, projects, and initiatives work in the state. This suggests that Duke's primary efforts and impacts remain close to home.
- More than 80% of participating programs, projects, and initiatives did their work in partnership with external community groups or organizations. Across the programs and projects that participated in the Inventory, some 1,900 partnerships were reported, resulting in an additional contribution to civic engagement efforts of 30,000 hours of service. More importantly, the partnerships into which Duke programs entered are long-tenured and collaborative, with most programs averaging a partnership of nearly nine years; Duke program leaders share goal-setting, leadership and administrative responsibility with members of the community partner organization. Future iterations of this report will work to better describe and explore community partnerships, including how best to incorporate the voices and experiences of community partners into our understanding of the impact of Duke civic engagement.
- Finally, our data revealed that the estimated financial impact of Duke's civic engagement efforts can be conservatively valued at \$5 million to \$10 million, the result of not only the imputed value

of volunteer service (determined using metrics and data provided by the Independent Sector, a leadership network for nonprofit, charitable and philanthropic organizations) but also programs' own understanding of their financial value in terms of goods, services, and other deliverables, staff time allocations, and other expenditures to provide and maintain civic engagement programs and partnerships.

Additionally, analysis of the data provided to the 2013-2014 Civic Engagement Inventory reinforced that there is significant learning value for students who engage in such programs, projects, and initiatives. We found that participation in civic engagement efforts provides students (both undergraduate and graduate) with the opportunity to engage in high impact, active learning practices, including group service, reflection, and advocacy work. Through such learning practices, and as a result of engagement with social and contemporary issues, students emerge from civic programs:

- More aware of the issues surrounding them, as well as the potential strategies for engaging and resolving those issues.
- More culturally competent, with increased awareness of the strategies for navigating communities with diverse backgrounds, experiences and perspectives.
- Better versed in strategies to address social and contemporary issues, including advocacy work, consulting and community-based research.
- More confident about their professional and academic goals, including the course and research choices they make in their time at Duke.
- Inclined to participate in ongoing or new service efforts, suggesting that participation in civic programs may yield more dedicated civic actors after graduation.

Buoyed by these findings and others, we believe the future of civic engagement at Duke will build strongly on the traditions of interdisciplinarity, global involvement, and breadth of experiences. In particular, the future of civic engagement at Duke includes:

- a continued emphasis on experiential opportunities, exemplified by the new-format experiential certificates.
- an evolving role for community-based research and for civic engagement in the context of specific disciplines, such as Innovation & Entrepreneurship.
- the expansion of programs, such as Bass Connections, that embrace specific civic engagement goals, and unite undergraduate and graduate curricula, interdisciplinary study, and research.

In addition, new programs, such as the Rubenstein-Bing Student-Athlete Civic Engagement program (ACE), which focuses on immersive civic engagement opportunities for student-athletes, and Duke College Advising Corps, which provides a two-year placement for Duke graduates to serve as near-peer college advisors in rural North Carolina high schools, are expanding the populations for whom civic engagement is an avenue for learning and personal growth.

As civic engagement continues to grow at Duke, we anticipate producing this report on a biennial basis in order to document not only changes to the campus practice of civic engagement but to also collect and catalogue best practices that can inform programs, projects, and initiatives. The data here suggest that communities of practice and improvement can emerge around common service themes, shared community partnerships, and approaches to engagement.

Such opportunities for cooperation, dialogue, and discussion can be facilitated by several campus entities, including the Office of the Assistant Vice Provost for Civic Engagement and the University Council on Civic Engagement (UCCE). Additionally, we anticipate sharing this document and our findings with both the broader community of external partners and the higher education civic engagement community in order to gather more insights and perspectives and to learn from our peers who do similar work. Specifically, we look forward to opportunities during spring semester 2016 to engage in a larger campus dialogue around our findings.

“We believe the future of civic engagement at Duke will build strongly on the traditions of interdisciplinarity, global involvement, and breadth of experiences.”

Introduction

Civic engagement — the call to become involved in and with political processes and public issues that affect one's life and community — is central to the Duke experience. In his inaugural address, President Richard Brodhead noted:

At Duke, [specialized research] forms the research end of an arc that extends from inquiry through discovery to translation into practice, a continuum that links the most abstruse research with practical improvements to actual lives...The culture of public service is immensely strong on this campus... because it grows directly from the mission of this school — this school has been founded in Mr. Duke's words, to serve "the needs of mankind along physical, mental, and spiritual lines." (1)

This opportunity to extend knowledge to and use knowledge in the service of society belongs not only to students, but to the faculty, staff, alumni, and community around Duke. More than 6,000 members of our community, from undergraduate students to University staff, participate in annual civic engagement efforts, contributing nearly 300,000 hours of service to the local community and to communities globally.

In addition, civic engagement has not become the purview of any singular School or department on campus, as one might expect of an institution that has a Program in Education, a School of Public Policy, a Divinity School, a School of Law and others. In reaching out to practitioners of civic engagement across our campus, we have found bright points of participation in non-traditional places — in hard sciences and in business, among others. In fact, many civic engagement opportunities have interdisciplinary components, bringing two or more departments, programs, pedagogies, or practices together. For example, the Literacy Through Photography program, housed in the Center for Documentary Studies, draws on techniques of documentation and arts education curriculum to teach and develop literacy skills; the program works with teachers and students in the Durham Public Schools and also offers a program in Tanzania. In addition, the Bass Connections themes, such as Brain & Society and Education & Human

Development, provide classroom experience in several disciplines and combine those traditional learning experiences with hands-on, community-based projects. For example, in the theme of Education & Human Development, the Voices Together project combines music and educational curricula to study the impact of a music program on autistic children in the local school community.

There is great breadth of opportunity for those interested in engaging with political issues, social issues and community engagement. Nearly 90 programs responded to our fall 2014 campus survey, called the "2013-2014 Civic Engagement Inventory." Included among respondents are well-known civic engagement opportunities, such as Duke Service-Learning and DukeEngage, as well as those programs that informed the historical basis for civic engagement at Duke, such as the Hart Leadership Program, and new initiatives like the Bass Connections programs. And these programs represent only some of what occurs on our campus. This report, while attempting to capture much of what occurs at Duke, will most likely under-represent engagement; it certainly does not fully capture the engagement of student groups, informal groups, and individual efforts.

What this report does hope to do is provide a better understanding of the depth of engagement on our campus, emphasizing the great work that has contributed to Duke's January 2015 renewal as a "community-engaged institution" by the Carnegie Foundation for the Advancement of Teaching.

Over the course of reaching out across our campus, engaging with leaders and practitioners of civic engagement, and working to understand civic engagement on our campus, we learned:

- More than 6,000 members of our campus community participate in civic engagement programs, projects, or initiatives, donating nearly 300,000 service hours to various efforts.
- The estimated financial impact of these programs, projects, and initiatives ranges from \$5 million to \$10 million and is likely a conservative estimate of our campus' efforts.
- Nearly three-quarters of the service generated through civic engagement programs occurs on campus, in the local area or in the state of North Carolina. Some of our best work is clearly done at home and in our own backyard.

(1) President Richard H. Brodhead, "More Dawn to Day" (Duke University Inaugural Address, Durham, NC, September 18, 2004), <https://president.duke.edu/speeches-writings?page=8>.

- More than one-third of the programs, projects, or initiatives from which we heard during the data-collection period are focused on themes related to education, with many programs serving children, to improve literacy, or to encourage primary school completion.
- More than 80% of programs work with community partners and involve the supporting efforts of nearly 4,000 members of the community who, in turn, gave more than 30,000 hours to programs, projects, and initiatives in 2013-2014.
- Nearly half of all participating programs report that they are connected to the undergraduate or graduate curricula.
- Students benefit tremendously from their participation in civically engaged programs; they develop a greater or more nuanced understanding of key social issues, hone professional skills for their work after Duke and refine their academic goals for coursework and courses of study.

In the following report, you will find:

- An overview of the state of civic engagement at Duke to demonstrate the depth and breadth of engagement opportunities on our campus.
- A discussion of the engagement and service being done in key areas of education, arts and culture, poverty alleviation, and others.
- A look at how civic engagement efforts have produced additional outcomes for our campus and its students, particularly as they relate to students' development as civic actors engaged in active learning practices and real-world learning.

“More than 6,000 members of our community, from undergraduate students to University staff, participate in annual civic engagement efforts, contributing nearly 300,000 hours of service to the local community and to communities globally.”

It is our hope that this report will become a starting point for new and ongoing conversations about what is best about the civic engagement work of our campus, where we can do more and better, and how we continue the traditions of our institution: using knowledge in the service of community purposes, building strong and intentional partnerships, and drawing on the best of our students, our faculty and ourselves in our pursuits. We hope that this report will be an impetus to discuss the future of civic engagement at Duke, with time spent considering these key ideas and questions:

- What will the roles between civic engagement and fieldwork, community-based research and experiential learning look like as these fields take on a larger presence on campus? With the Global Health major and required fieldwork, and the growth of experiential certificates, such as those in Innovation & Entrepreneurship and Civic Engagement & Social Change, we expect a larger number of students to seek out civically engaged learning experiences.
- How will new campus initiatives focused on student-athletes and recent graduates help us understand the value of civic learning and engagement for unique subsets of students and promote the goals of knowledge in the service of society and ongoing learning among all of our students? How will these programs help our campus learn about serving diverse student needs?
- As programs such as Innovation & Entrepreneurship and Bass Connections and efforts such as the Education & Human Development Incubator evolve, how will civic engagement at Duke evolve? As we think about what it means to be a civically engaged member of the Duke community, what values and characteristics are we promoting and embracing?
- How can the campus community continue to support participants without further enhancing perceptions that civic engagement programs and initiatives are simply another on a checklist of Duke experiences one must collect as an undergraduate?
- And, finally, how can the leadership and staff of the numerous campus programs, projects and initiatives work collaboratively to share knowledge, practices and, as appropriate, resources to enhance programs and, therefore, the outcomes for students, faculty, and community partners?

Civic Engagement at Duke: A History

The History of Civic Engagement at Duke

President Richard Brodhead's 2004 inaugural address is a key moment in the history and trajectory of civic engagement at Duke, but as his own remarks that day underscored, much work was already being done. By the early 2000s, many departments, centers, and programs had already integrated civic engagement into their work; the tradition of civic engagement, however, dates back considerably farther in Duke's institutional history. In the 1960s, the campus was home to significant student activism, a result of the social and political pressure in the community. This activism was highlighted by the 1969 student sit-in in the Allen Building, a move to draw attention to the needs of Black students at the University. More recently, the spirit of activism has influenced the participation of Duke community members in the statewide Moral Monday movement.

Long-standing civic engagement programs such as the Duke Chapel PathWays program, the Hart Leadership Program, and the Service Opportunities in Leadership Program have tenures of longer than 20 years. More broadly, courses such as Farmworkers in North Carolina, initiatives such as Project Share (a holiday gift drive), and programs such as the Sanford undergraduate public policy internships have run on campus for more than 30 years.

The Kenan Institute for Ethics, formerly the Kenan Ethics Program, has been an important catalyst for Duke's civic engagement work. It served as the home of Duke's first service-learning coordinator, received a Faculty of Psychology and Educational Sciences (FPSE) grant for research service learning, and now leads the DukeEngage in Dublin Program. Through this and other programming, Kenan's focus on ethics has been an indispensable part of the growth in Duke's civic engagement commitment.

In the recent history of Duke, civic engagement has benefited from widespread support — from alumni, University friends, foundations and others — and the landscape has been influenced by several transformative gifts. The Duke Endowment has been a generous partner in supporting some of

Duke University's most important and boldest civic engagement initiatives. From its original support of the Duke-Durham Neighborhood Partnership, to many of our merit scholarships that have summer civic engagement opportunities, to its \$15 million gift to create DukeEngage, The Duke Endowment has provided direct funding and helped more broadly to create Duke's civic ethos.

Additionally, the Bill and Melinda Gates Foundation provided an initial \$15 million endowment gift for DukeEngage, which immediately transformed an idea into reality and helped Duke stake its claim to a bold and innovative civic engagement program.

As the opportunities for and the presence of civic engagement opportunities have grown on our campus, civic engagement has evolved; it is a malleable concept and identity that reflects changing external trends and institutional priorities. Through the history of civic engagement at Duke, it has been the work of the institution and of individuals, departments and students. Civic engagement efforts have gone by different names at different times, but the objective of the work remains steadfast: to integrate the enthusiasm and expertise of our campus into partnerships with individuals and communities to advance common goals.

Building on Excellence: The 2001 Strategic Plan.

The 2001 strategic plan, *Building on Excellence*, articulated several goals that would influence the trajectory of civic engagement at Duke. First, the plan suggested that the University “promote diversity in all aspects of University life,” as doing so is “essential to a good education, as well as to a democratic, civil society” and “prepares students to work with and lead diverse groups of people.” (2)

Second, the plan sought to “nurture the personal and intellectual growth of students by building community in social, civic, and academic realms.” (3) The plan affirmed several priorities, including

(2) *Building on Excellence*, Duke University, <https://web.duke.edu/planning/princ.htm#goal5>

(3) *Building on Excellence*, Duke University, <https://web.duke.edu/planning/princ.htm#goal7>

“active, energizing engagement in the arts, sports, government, and other activities that affirm the whole person; [and] other-directedness informed by the knowledge of, and concern for, others at home and abroad.” (4)

Under the plan, the University would:

- Look for new ways to integrate the campus and the city and foster community service through community-university partnerships, such as the Duke-Durham Neighborhood Partnership, and community-based research and scholarship.
- Set high expectations for learning outside the classroom, particularly encouraging students to be positive and productive in how they spend their out-of-the-classroom time.
- Reduce the dichotomy between curricular and co-curricular activities, emphasizing the shared nature of student development and the importance of learning habits and skills such as leadership, personal decision making, problem solving and conflict resolution in non-academic settings.

Third, the University would strive to “extend our global reach and influence” by developing partnerships that bring faculty, students and programs together with global counterparts through exchanges, fieldwork, internships, and study-abroad programs. (5)

Fourth, and finally, the 2001 strategic plan envisioned Duke taking a “leadership role in building partnerships and collaborations” by developing relationships that support and strengthen the Durham community and promote new collaborations with government, universities, private companies and researchers. (6) Specifically, the plan focused on partnerships at three levels: in the Research Triangle, across the state, and globally.

Each of these goals would play a role in defining new opportunities for civic engagement at the University.

The 2003-2004 Community Engagement Inventory.

In 2003-2004, in an attempt to understand the depth of local partnerships, the Community Engagement Inventory, prepared by the Office of Public Affairs (now the Office of Durham & Regional Affairs), identified some 90 opportunities for the campus community to

engage in direct service benefiting Duke and Durham. These 90 opportunities resulted in approximately 275 partnerships with schools, community organizations, and nonprofits.

Community Engagement Opportunities Cataloged in 2003-2004

	Organizations	Partnerships/ Programs
Student Service Organizations	30	50
Student Extracurricular Clubs	25	57
Arts & Sciences, Trinity College	4	10
Divinity School	1	6
Campus Ministries	4	19
Fuqua School of Business	1	11
The Graduate School	1	2
School of Law	5	18
School of Medicine	1	2
School of Nursing	1	2
Nicholas School of the Environment and Earth Sciences	2	20
Pratt School of Engineering	1	3
Duke Departments	11	50
Service-Learning Courses*	1	25
TOTAL	88	275

**The formal designation of Service-Learning courses did not begin until 2006; this may explain the apparent underrepresentation of Service-Learning activities in 2003-2004. See pages 7-8 for more information.*

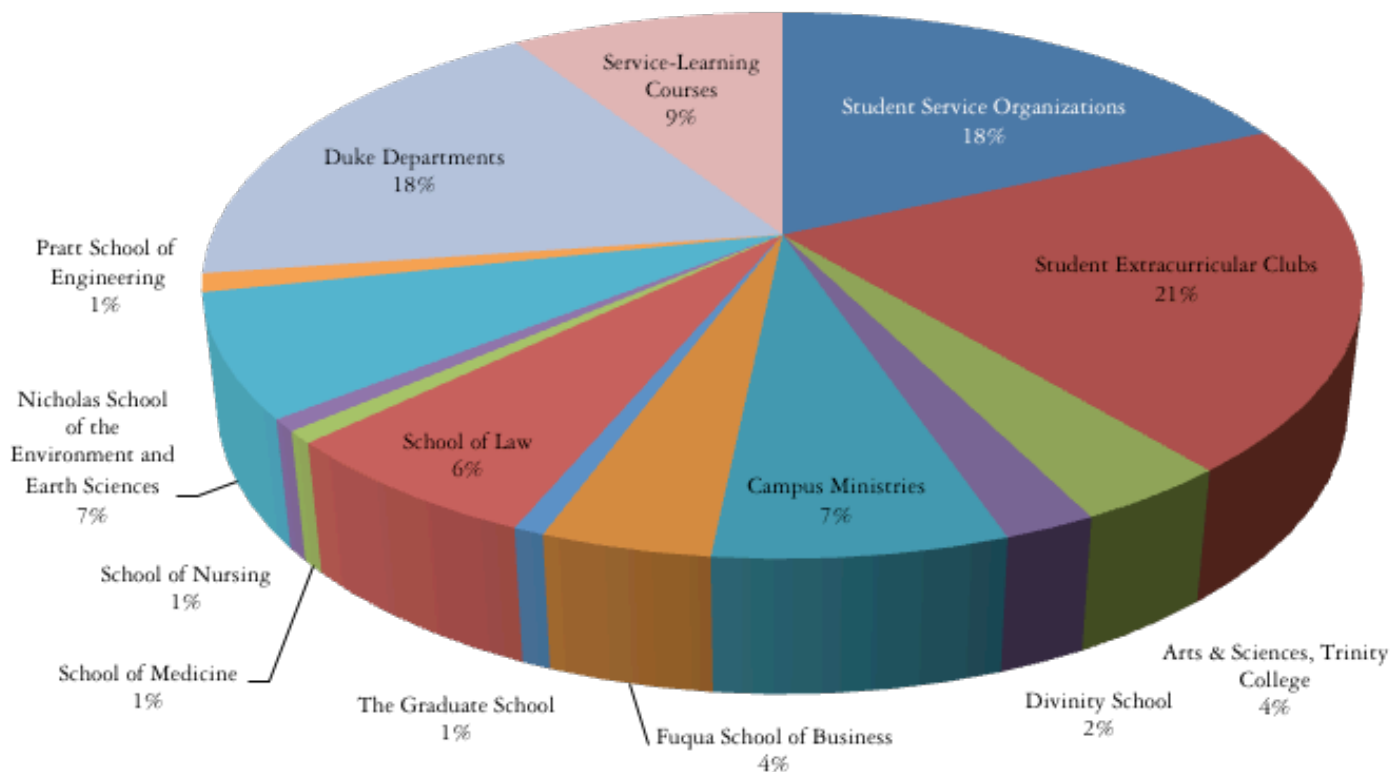
At the time, about two-thirds of the organizations providing civic engagement opportunities were student-led organizations or clubs; indeed, student-based efforts factored into about 40% of the partnerships identified. An additional 10% of opportunities came from service-learning courses or

(4) Building on Excellence, Duke University, <https://web.duke.edu/planning/princ.htm#goal7>

(5) Building on Excellence, Duke University, <https://web.duke.edu/planning/princ.htm#goal8>

(6) Building on Excellence, Duke University, <https://web.duke.edu/planning/princ.htm#goal9>

2003-2004 Community Engagement Partnerships



departmental initiatives, which ranged from wellness programs to America Reads/America Counts to arts programming.

Further, the original report on civic engagement demonstrated the diversity of efforts across campus — from programs with homes and purposes in academic departments to those seen as more typical volunteer engagement efforts. This intertwining of civic with academic was reflected in President Brodhead's remarks at his 2004 inauguration, emphasizing the historical call for Duke to be a university that is in service to society and integrated in its teaching and learning.

Making a Difference: The 2006 Strategic Plan.

Indeed, the themes of knowledge in the service of society and interdisciplinarity are two of Duke's "enduring themes." Interdisciplinarity is viewed as the intersection and interstices of traditional departments and programs, where faculty and students learn to work in more than one dimension, using not only the tools of their own discipline but also the tools of others. These individuals "grasp the interaction of many parts of the question and bring to bear multiple sets of analytical skills and ... can collaborate as well as work alone." (7)

The emphasis interdisciplinarity places on collaboration allows it to fit naturally with the theme of knowledge in the service of society — understood at our institution to be "not extraneous to the work of the university." (8) According to the *Making a Difference* plan, civic engagement and public service are "outgrowths and extensions of inquiry and discovery." (9) As such, the strategic plan sought to create a culture of service and expand opportunities for faculty and staff to apply knowledge in the service of society. To do this, the 2006 strategic plan articulated two goals that combined the University's historical grounding and the new practice expanded by programs and initiatives, such as Duke Service-Learning.

First, the plan articulated as a goal that it would "strengthen the engagement of the University in real-world issues," specifically providing interdisciplinary opportunities and signature initiatives to anticipate

(7) Duke University Strategic Plan 2006: *Making a Difference*, Duke University, <http://provost.duke.edu/strategic-plan-2006-making-a-difference/>

(8) *Making a Difference*, Duke University, <http://provost.duke.edu/strategic-plan-2006-making-a-difference/>

(9) Ibid.

“new models of knowledge formation, applying knowledge to societal issues and providing students with the skills to succeed and lead in these areas.” (10) In particular, the civic engagement work of The Kenan Institute for Ethics, The Nicholas School for Environmental Policy Solutions, and the Sanford Institute of Public Policy stood out as signature initiatives that supported Duke’s enduring themes and engaged the University community in real-world issues. Additionally, under this goal, new initiatives were cited as areas for growth and strengthening, including the Global Health Institute.

Second, the plan sought to “foster in undergraduate students a passion for learning and a commitment to making a difference in the world,” stressing that Duke’s institutional priorities should be community and interconnectedness — the balance between individual wants and needs and group benefits. (11) To do this, the plan attempted to “create increased opportunities for experiential learning and civic engagement” that would “link inquiry to the social good and strengthen their capacities for discernment and commitment” through learning that is “active, problem-based and collaborative.” (12) Experiential learning would be both an in-classroom and in-community activity that addresses areas of public concern.

The Recent Past: 2006 to Present. From the most recent strategic plan, civic engagement at Duke has been symbolized by a significant expansion in programming and opportunities made available to the community at large. From the 2007 launch of the DukeEngage program to the establishment of the student-run Duke Partnership for Service, the recent past for civic engagement has been robust and ever-evolving. Additionally, the recent history of civic engagement (for a more detailed history see pages 7-8) includes programs in engineering and technology, such as the NAE Grand Challenge Scholars, public leadership programs, such as The Forum on Scholars and Publics, and the 2013 launch of the Bass Connections program, which combines undergraduate and graduate students with faculty and community members in thematic project teams to address real-world questions through research and experimentation.

(10) Making a Difference, Duke University, <http://provost.duke.edu/strategic-plan-2006-making-a-difference/>, pp 33-36

(11) Making a Difference, Duke University, <http://provost.duke.edu/strategic-plan-2006-making-a-difference/>, pg 41

(12) Making a Difference, Duke University, <http://provost.duke.edu/strategic-plan-2006-making-a-difference/>, pg 44

The recent history of civic engagement at Duke reflects opportunities that are:

- **Interdisciplinary.** For example, the NAE Grand Challenge Scholars Program requires that participants take coursework outside of the engineering discipline in order to develop broader and deeper understanding of the issues they are studying.
- **Global.** Participants in the DukeEngage Durham program spend their 10 weeks of service studying economic and community development themes, first in Durham, North Carolina, and then in the sister city of Durham, England. The bi-national perspectives students acquire allow them to examine issues such as poverty alleviation and homelessness in the context of different histories, socioeconomic structures, and political climates.
- **Both curricular and co-curricular in their structure.** The Forum for Scholars and Publics focuses on public leadership opportunities, taking academic research on public issues into community-based discussions where students, faculty and community members come together to examine key concepts and strategies to address those issues.
- **Diversely structured and varied in size.** Many respondents to the Inventory reported on programs that were specific in nature with discrete participant populations. For example, approximately 12 students participate in the Hart Fellows program each year. In contrast, large-scale and heterogeneous initiatives, such as the Duke Service-Learning Program and DukeEngage, collectively enroll about 1,600 students each year in academic courses and immersive summer programs. Faith-based Alternative Spring Break trips pull participants largely from their own faith communities, while other programs reach out to all students. This variation in opportunities provides participants, particularly students, the opportunity to find civic engagement opportunities that match their personal, professional, and academic needs in environments that provide the structural support they seek to guide their experiences.

These themes continue to be based on the civic engagement past of Duke, while moving the campus ahead with new methods of engagement and interaction with partners and communities.

A Brief History of Civic Engagement at Duke

- 1924** Duke University is indentured. James B. Duke encourages the school to serve “the needs of mankind along physical, mental, and spiritual lines.”
- 1972** The Institute of Policy Sciences and Public Affairs is founded. Duke President Terry Sanford establishes what will become, in 2009, the Sanford School of Public Policy. The public policy undergraduate major provides one of the largest civic engagement opportunities for students through the required internship program.
- 1974** The first service-learning Course is offered. Professor Sheridan Johns (Political Science) teaches Duke's first “service-learning” course, *Perspectives on Food and World Hunger*, in the wake of the 1973-74 famine in Ethiopia.
- 1986** The Hart Leadership Program is founded. Since 1987, more than 8,000 Duke undergraduate students have taken Hart Leadership Program courses and participated in experiential-learning programming. Students have worked with hundreds of community partners in North Carolina, across the United States, and around the world. The Hart Leadership Program inspired the launch of several other engagement programs, including the Enterprising Leadership Initiative.
- 1989** The Community Service Center opens. Originally part of Student Affairs, and part of the Office of Durham & Regional Affairs since 2011, the Community Service Center facilitates student volunteer placements and is home to the America Reads/America Counts program and the annual Project Share drive.
- 1990** Roberts Coles joins the Center for Documentary Studies. The Center for Documentary Studies, founded in 1989 to carry on the tradition of the documentary experience, has a history of activism (such as the Student Action with Farmworkers project). Dr. Robert Coles joined the faculty in 1990, encouraging the integration of service into the curriculum.
- 1996** The Duke-Durham Neighborhood Partnership is created with significant support from The Duke Endowment. The DDNP is a partnership between Duke University and the 12 neighborhoods closest to campus, providing community-based services intended to improve quality of life, including health clinics, home ownership initiatives, and rehabilitation projects. The DDNP is now part of the Office of Durham & Regional Affairs.
- 1996** The Duke Legal Project begins. The oldest of Duke’s now 10 legal clinics began providing free legal assistance to low-income HIV-infected clients in 1996. Each semester, the fourth-year Law students assist with cases and provide more than 100 hours of free legal services. Other clinics focus on children’s law, civic justice, human rights, and wrongful convictions.
- 1997** The first service-learning coordinator is hired. Housed in the Kenan Ethics Program, the creation of the first service-learning coordinator position occurred simultaneously with the creation of the Dean’s Advisory Committee on Service-Learning, which was charged with integrating civic engagement and the undergraduate curriculum.
- 2001** The Duke Strategic Plan, *Building on Excellence*, launches. The 2001 strategic plan focused on developing the University’s distinctive “signature in higher education,” with goals related to promoting diversity, extending the global reach and influence of campus, and taking a leadership role in partnerships within the state and around the world. From this point on, civic engagement programs would become a distinguishing attribute of a Duke education.
- 2002** The Center for the Advancement of Social Entrepreneurship is established. Professor J. Gregory Dees, widely recognized as the academic pioneer of the field of social entrepreneurship — the pursuit of innovative, sustainable solutions to critical social problems — co-founds CASE at the Fuqua School of Business, leading to a dramatic increase in civic engagement among Duke MBA students. Duke’s diverse efforts in social entrepreneurship lead to recognition as an Ashoka Changemaker campus in 2012.
- 2003** The Duke Chapel PathWays Student Ministry begins. The PathWays program, which currently includes Chapel Scholars, summer internships, a year-long fellowship, and mission trips, among other programs, provides students with an opportunity to put their faith into the context of community and service.
- 2004** The 2003-2004 Community Engagement Inventory at Duke is released. The report listed the ongoing academic and extracurricular projects on campus that provided service to Durham and Duke University. The report catalogued nearly 100 community partnerships, student groups, and courses available as direct service opportunities, resulting in nearly 300 partnerships.
- 2004** Richard Brodhead is inaugurated as President of Duke University. President Brodhead’s address emphasizes the role of interdisciplinary, real-world focused learning. Under his tenure, several new civic engagement efforts are started and several existing efforts are amplified.
- 2006** The Duke Strategic Plan, *Making a Difference*, launches. *Making a Difference* emphasized interdisciplinarity and knowledge in the service of society. Specifically, the plan called for creating a campus culture of service that would be beneficial to many communities — campus, local and global — and expanding opportunities for knowledge to be applied in beneficial, society-focused contexts. To that end, the plan engaged the University in real-world issues and developed in undergraduates a commitment to difference making.
- 2006** The Office of Service-Learning is created. Now Duke Service-Learning, the Office of Service-Learning, which oversees some 75 classes annually, is officially created and establishes procedures and guidelines for designating courses. In 2008, the Office of Service-Learning is housed in the Program in Education.

- 2006** The Duke Global Health Institute is established. DGHI was established as a University-wide institute to coordinate, support and implement Duke's interdisciplinary research, education, and service activities related to global health. DGHI is committed to developing and employing new models of education and research that engage international partners and find innovative solutions to global health challenges.
- 2007** The Center for Civic Engagement, currently Office of Civic Engagement, opens. The Duke Office of Civic Engagement incubates, coordinates, and amplifies the various ways that students, faculty, and staff work to make a difference in the civic life of our communities. Serving as the hub for civic engagement activities across campus, the Office supports Duke's collaborations with communities on pressing social challenges. Such collaborations may be through student social entrepreneurship, as with the partnership with Clinton Global Initiative U that began in 2012, the 2013-2014 Civic Studios initiative, or the Engaged Faculty Fellowship, a 2015 initiative to provide financial support for Durham-focused community-based research projects.
- 2007** The inaugural summer of DukeEngage. Beginning with a pilot summer of 89 students in five communities and two initial endowments from The Duke Endowment and The Bill and Melinda Gates Foundation, DukeEngage has matured into a robust undergraduate program that has placed more than 3,200 students in more than 69 countries and 19 U.S. cities. In the summer of 2015, DukeEngage students celebrated the program's one millionth hour of service.
- 2008** The Carnegie Foundation classifies Duke as a "community-engaged institution." The Carnegie Foundation for the Advancement of Teaching grants Duke classification as a "community-engaged institution" based on evidence of Duke's involvement in communities, promoting scholarship, teaching, and learning that emphasizes and benefits the community as part of a strong civic mission.
- 2008** The Duke Partnership for Service is formally founded. The Duke Partnership for Service (DPS) is the governance organization for student service and social action groups. DPS works to connect those organizations to each other and to connect students to service opportunities that are meaningful and appropriate to their passions and interests.
- 2008** The Office of Durham and Regional Affairs is formed. The Board of Trustees creates DARA to expand and deepen university engagement with local governments, schools, neighborhoods, and nonprofits. Dr. Phail Wynn serves as the first and current Vice President. In 2010, DARA begins the Doing Good in the Neighborhood employee giving campaign, which raises more than \$600,000 for local organizations in 2013-2014.
- 2008** Duke is placed on the President's Higher Education Community Service Honor Roll. The Corporation for National and Community Service recognizes Duke's commitment to community service and its exemplary, innovative and effective community-service practices. Duke is designated a Presidential Awardee, the highest recognition a college or university can receive.
- 2009** The first NAE Grand Challenge Scholars begin their work. Housed in the Pratt School of Engineering, the National Academy of Engineering Grand Challenge Scholars program provides engineering students with an opportunity to apply their knowledge and expertise to the 14 Grand Challenges of Engineering through two years of focused research and portfolio development (with service, interdisciplinary and global learning components), culminating in a senior thesis and national summit. The first class graduates in 2010.
- 2010** *Engaging Excellence: A Report Concerning Civic Engagement at Duke University* published. The report, issued by the Klein-Wells Committee convened by Provost Peter Lange, highlighted the evolving civic engagement landscape at Duke and provided several recommendations and guidelines focused on including the role of faculty and the importance of a collective and comprehensive strategy.
- 2011** Duke Global Advisors begin work. New Directors of Academic Engagement work with undergraduate students to help them connect academic goals to a variety of courses and learning opportunities, including DukeEngage, global studies and internships, in a way that leverages students' strengths and cumulative experiences.
- 2013** The Forum on Scholars and Publics is founded. Created as a space for scholars and various publics — local, national, and global — to interact and exchange ideas, the Forum on Scholars and Publics promotes public leadership through discussion, work and research sharing, and engagement with communities. Through working groups and classes that serve as opportunities for debate and critique, FSP promotes innovation and exchange.
- 2013** The Bass Connections Program launches. Currently, faculty, staff, undergraduate and graduate students work collaboratively on projects in five diverse thematic areas in the humanities, social sciences, and physical sciences, combining classwork, research, and community-based projects in order to address real-world problems.
- 2014** Duke begins to offer an undergraduate certificate in Innovation & Entrepreneurship, which provides students a cross-disciplinary opportunity to examine field theories and practice those theories through hands-on experience. The certificate emphasizes using knowledge in the service of society as a tool of critical problem solving.
- 2015** The Carnegie Foundation re-certifies Duke as a "community-engaged institution." The Carnegie Foundation for the Advancement of Teaching cited Duke's "excellent alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement."
- 2015** The experiential certificate, Civic Engagement and Social Change, is adopted. Approved by the Arts & Sciences Council in academic year 2014-2015, the experiential certificate in Civic Engagement and Social Change provides students with an opportunity to study traditions of civic engagement and theories of social change, while completing coursework and two intensive, immersive experiences over the course of their studies at Duke.

The 2013-2014 Civic Engagement Inventory in Context

In light of Duke's institutional tradition and its recent history, the 2013-2014 Survey of Civic Engagement at Duke attempts to both catalogue and analyze one full academic year of civic engagement at Duke. To do so, we reached out to as many departments and programs across campus as possible, drawing on the work and recommendations of those who are regularly involved in civic engagement work. An invitation to participate was sent, followed several days later by a link to the online survey.

The 2013-2014 Civic Engagement Inventory (the survey instrument that collected information, referred to here as the Inventory) sent to those involved in civic engagement programming, whether co-curricular or academic, is reproduced in Appendix A. Along with the Inventory link, participants received some guidance, including definitions for key terms used in the survey (see Appendices B and C for the support materials). Over the course of about six weeks (September to October 2014), respondents submitted information to the Inventory on relevant programs and initiatives.

This method of outreach produced a final Inventory that includes 88 programs (listed in Appendix D) from across campus. ⁽¹³⁾ In order to better report on the depth of these initiatives, our efforts deliberately focus on those programs and initiatives housed in departments and units on campus. In some cases, such as Duke Service-Learning and DukeEngage, the data included here represents summative data for initiatives as a whole, rather than data for specific component courses or programs.

The data included in the sections that follow is further limited by its self-reported nature; we did our best to verify factual information about programs (such as tenure and partnership locations) but we trust our respondents to have reported the information as accurately as possible. What follows, then, should be considered as a representative sample of the civic engagement efforts of the University, but by no means as an inclusive or exhaustive reporting. (Our methodology is further explained in Appendix E.)

(13) For the purposes of this report, we define "campus" as the University community, exclusive of the work of Duke University Health Systems. We recognize that DUHS does significant community-based work locally and globally and that those efforts provide community benefits such as clinics, clinical services and improved health outcomes.

A Note about Student Groups. The decision to exclude student-run organizations was also a deliberate one, resulting from (1) the large number of potential clubs and extracurricular activities that might be included and (2) the annual turnover in leadership of student groups. Because we were collecting historical data, we surmised that many student leadership roles might have transitioned between May and September.

Nevertheless, we recognize that student-led and student-organized service, whether informally or through recognized student organizations (clubs, fraternities and sororities, teams, etc.), provides an important segment of service on campus, generating beneficial results from participants and communities. In summer 2013, Alexandra Swain, an intern with the Duke Office of Civic Engagement, identified some 225 student groups, clubs, and organizations, including athletic groups and Greek organizations, which had a civic or volunteer component to their work.

Of the student groups, clubs, and organizations aligned with civic engagement work, more than one-third were service organizations, with about 21% (46 organizations) aligned with the Duke Partnership for Service (the governance organization for student service groups, social action groups, and initiatives) while 13% (29 organizations) were other service organizations. Another 17% of the student organizations reporting civic work were Greek organizations: fraternities and sororities. Some 22 groups, about 10% of all civically aligned student groups, drew their membership primarily from varsity level student-athletes or from participants in club and recreational sports.

Although 22 programs (about 10%) were multi-thematic, student groups worked in five primary theme areas. Thirty-seven programs (about 16%) volunteered in the theme of education, while 23 programs (10%) volunteered in the public health. These were the most prominent themes among the civic engagement work of student groups, perhaps reflecting the most common opportunities students could create for themselves through close community association with public schools and medical institutions, including Duke Hospitals and its related programs and clinics. A complete list of the student groups cataloged during summer 2013 is available in Appendix F.

In addition to this data, which demonstrates the breadth of student-led civic engagement programs on our campus, sample data from the Enrolled Students

LARGE-SCALE CIVIC ENGAGEMENT AT DUKE: A LOOK AT DUKE SERVICE-LEARNING

A program of Trinity College that seeks to connect civic engagement and the undergraduate curriculum through community-based teaching and learning opportunities in the local community.

Program Tenure: 15+ Years

Where the Program Works:

Typically Durham and other local communities

Key Program Characteristics:

Ongoing • Curricular • Student-learning
Multi-thematic • Guided service

"In the mid-1980s several Duke faculty members who offered undergraduate courses with a community-based service experience began meeting for brown bag lunches to discuss experiential learning and strategies for creating a more civically engaged campus. Over the next decade, through the support of Arts and Sciences and the Kenan Institute, a sustained institutional effort was made to make service-learning a central part of the undergraduate experience. Today service-learning courses are part of a large array of Duke initiatives designed to foster ethical development and lifelong civic engagement."

— David Malone, Director, Duke Service-Learning Program

Who Served in 2013-2014:

1,346 undergraduate students • 75 Duke faculty
50 graduate students • 10 Duke staff
1 student group • 120 community partners

Partnership Profile:

- Duke Service-Learning courses partner with local schools, nonprofit organizations, community-based organizations, and other local entities.
- Partnerships vary in scope and structure based on the needs of participants and communities.



Above: In the Dance and Theater class "Performance and Social Change," Duke students learn about theater techniques while telling the stories of the women at the Durham Crisis Response Center.

Below: The Two Way Bridges/Puentes de Doble Vía project brought together multiple service-learning courses, artists from the Latino community, Duke students and local high school and community college students to examine issues of language, media, and culture.



What the Program Does:

Service-learning integrates meaningful community-service with instruction and reflection in order to deepen understanding, expand civic learning, and strengthen communities. As a result, service-learning designated courses and initiatives develop as a collaborative process between faculty, community and students. Within the context of a service-learning course, students' community engagement has two goals: to serve the public good and to advance the educational goals of the course. Students engage in a set number of service hours and complement that experience with classroom time and activities that provide context and analysis — engaging students in discussion about structures, processes and ethics.

In order to foster service-learning course opportunities, Duke Service-Learning provides funding to faculty that supports coursework and development. Additionally, Duke Service-Learning seeks to strengthen the community of practice with initiatives such as a "Context and Connections" bus tour for faculty, a Faculty Fellows mentoring program, and a Community-Based Language Initiative.

Key Outcomes in 2013-2014:

- 85 service-learning courses in 34 academic departments/units
- Participants gave 26,920 hours of service through course projects and partnerships
- Faculty instructors find their students: more self-aware and confident; becoming advocates and change agents at Duke and in the community; and contributing deeper and richer insights to discussion.

Learn More About Duke Service-Learning:
<http://servicelearning.duke.edu>

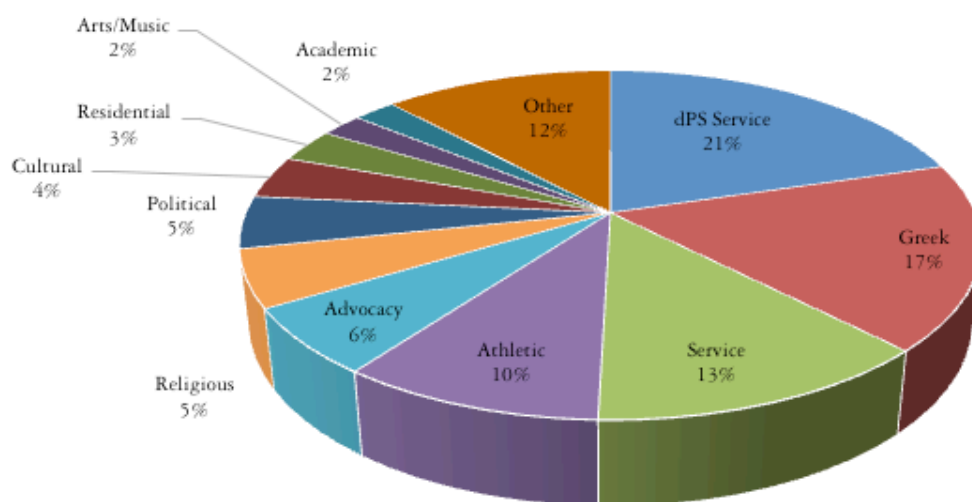
Survey (ESS) conducted in February-March 2013 by the Office of Institutional Research show that Duke students are a committed group. (14) In that year, 61% of ESS respondents indicated that they had done community volunteer work for a purpose other than coursework. An additional 20% of students planned to volunteer in the remaining academic year. Nearly 60% of respondents reported that they actively participated in volunteer service, and about 40% found that their volunteer participation is “about the right amount,” as they balanced academic and professional commitments.

Approximately 15% of respondents indicated that they participated in political efforts beyond voting, and about 9% considered themselves active participants

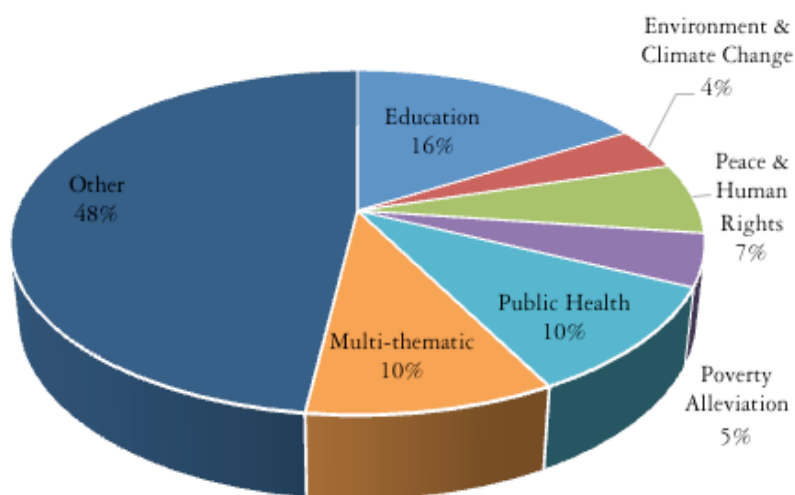
in a political group. Roughly 46% of respondents felt that they spent the right amount of time advocating for a cause meaningful to them. Additionally, data from the survey showed that more than 27% of respondents were actively involved in a religious or spiritual group; more than 26% were active participants in a cultural or ethnic organization; and nearly 18% actively participated in student publications.

Taken together, these data suggest that students on campus are highly engaged in civic efforts: through volunteer and political commitments, and student groups that engage students in civic practices and spaces.

Types of Civically Aligned Student Groups, 2013



Themes of Student Groups Civic Engagement Work



(14) Our thanks to David Jamieson-Drake and Jiali Luo of the Office of Institutional Research for providing the data here, and in Appendix G, that reflect responses to the Feb-March 2013 Enrolled Student Survey.

LARGE-SCALE CIVIC ENGAGEMENT AT DUKE: A LOOK AT DUKEENGAGE

An immersive, multi-thematic summer program working with community partners internationally and in the United States to address critical human needs.

Program Tenure: 8 Years

Where the Program Works:
Internationally and in the U.S.

Key Program Characteristics:
Annual • Co-curricular • Multi-thematic
Community-led • Full-time service

"After eight years, DukeEngage has become part of the very fabric of our University. Our investment of significant resources has paid off for our students, for the communities we serve and for Duke itself. We have been able to propel Duke forward in increasing engagements here at home and abroad, and in so doing we serve as an exemplar for American higher education."
— Eric Mlyn, Peter Lange Executive Director, DukeEngage

Who Served in 2013-2014:

440 undergraduate students • 35+ Duke faculty
10+ Duke staff • 70+ host community partners

Partnership Profile:

- DukeEngage enters into 8-10 week partnerships with a variety of community-based organizations in more than 70 host communities in the U.S. and around the world.
- Partners work to address critical human needs in more than 15 service areas, ranging from the arts and engineering to health and education.
- Partnerships in some programs date back to the founding of DukeEngage in 2007.



Above: A DukeEngage participant leads a technology lesson for young girls at a summer camp in rural N.C.

Below: A DukeEngage Seattle student works on a community garden at a local elementary school.



What the Program Does:

DukeEngage began in summer 2007 as a pilot program for 89 undergraduates, providing immersive service opportunities in host communities including Durham, New Orleans, Yemen, India, Tanzania, and Kenya. Bolstered by two \$15 million endowment gifts from The Duke Endowment and the Bill & Melinda Gates Foundation, DukeEngage currently provides students with fully-funded, 8-week summer program and project opportunities. Immersive experiences take the form of either group programs — facilitated by Duke faculty, staff, or partner providers — or student-designed independent projects mentored by faculty.

Through their experiences, students are expected to help address a community-identified need and draw connections between their academic goals, professional aspirations and personal growth. Students have the option to continue their DukeEngage journey through several related and affiliated programs, including a program-specific House Course, RIPP-Engage and student-leadership opportunities.

Key Outcomes in 2013-2014:

- 39 group programs in the United States and abroad, and more than 30 independent student projects.
- Students return from DukeEngage experiences and report they are: more confident leaders; more aware of their own personal identity; and ready to increase the time they devote to community service.
- More than 90% of community partners regularly report they would want to partner with DukeEngage again.
- By summer 2015, students had provided approximately 1,000,000 service hours to partner communities.
- DukeEngage has become one of the primary factors of interest cited by students who apply to the University.

Learn More About DukeEngage:
<http://dukeengage.duke.edu>

The Current State of Civic Engagement

The Strengths of Civic Engagement Programming at Duke

The traditions of knowledge in the service of society and interdisciplinarity inform not only the history of civic engagement at Duke, but also characteristics that have become strengths of the broad array of programming offered on campus. According to respondents to the 2013-2014 Civic Engagement Inventory, a primary strength of the current civic engagement programming on campus is the breadth of opportunities available, opportunities that are both interdisciplinary and partnership driven. In addition, respondents found strength in the locating of many civic engagement programs in the historical mission of the University. Nevertheless, the primary strength identified by respondents was the participation of students, undergraduate and graduate, in the array of opportunities offered. Overall, respondents identified 10 thematic strengths, ranging from the student participation to the partnerships created to the leadership of faculty and staff.

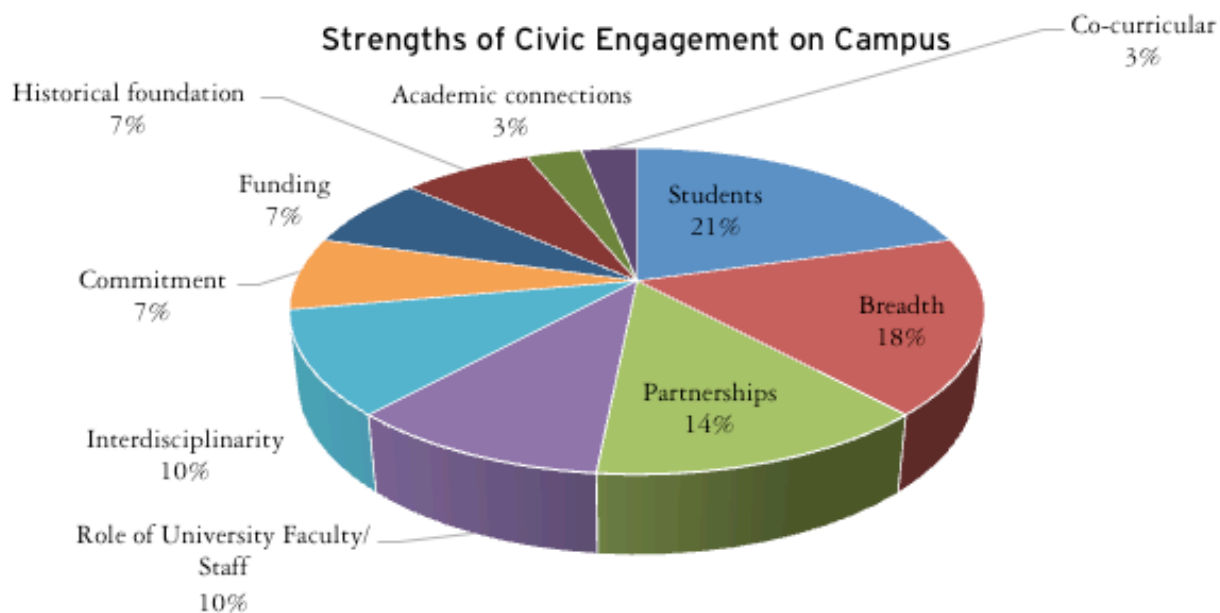
Respondents who found student participation to be the greatest strength of civic engagement programming cited students' willingness to "be of service to the community," while those who found

strength in the breadth of programming offered reported that civic engagement "has become part of the campus experience." Additionally, respondents cited the involvement of Duke faculty and staff in leading and developing programs, as well as participating in initiatives.

Similarly, those who see the range of partnerships as a strength noted that programs build important relationships with community partners. One respondent noted: "We try to understand the needs and goals of the community and support their ideas. This results in long-term, meaningful partnerships."

Finally, a respondent who emphasized the strength of interdisciplinarity noted that "there is a pathway for everyone interested in connecting to and exploring the world, nearby and far away." As a result, "Duke has a myriad of civic engagement opportunities that reach far into the corners of the campus, ranging from all academic disciplines to all social service-related opportunities, etc. The enthusiasm of professors alongside a keenness for interdisciplinary approaches sets Duke's approach apart as unique and innovative."

One respondent summarized many of the themes noted by respondents as strengths this way: "Duke



University puts a lot of resources into civic engagement — whether it is through DukeEngage, Service-Learning, the Office of Durham & Regional Affairs, the Duke-Durham Neighborhood Partnership, Duke Chapel’s PathWays Program, Kenan Institute for Ethics, etc. — and invites many local community leaders to engage, inspire, and collaborate with students.”

Those resources have generated a significant contribution to local and campus communities. Through the 2013-2014 Civic Engagement Inventory, we heard from nearly 90 programs ranging from those closely tied to or housed in academic disciplines to those that are primarily co-curricular to those that offer opportunities for faculty and staff to engage with the community. All told, these programs provided several thousand volunteers, and several hundred thousand volunteer hours, to initiatives on campus, in Durham, and in the larger global community.

By the Numbers

Participation in Programs. According to the respondents to the Civic Engagement Inventory, in the 88 represented programs and initiatives, more than 6,000 members of the campus community have participated in programming. Undergraduate students make up more the 60% of the participants, and while there is likely overlap between the participation of certain individual students in these programs, the data suggest that many undergraduates, if not a majority, participate in some sort of civic engagement effort each academic year.

These more than 6,000 volunteers contributed slightly less than 300,000 hours of volunteer work and community impact through their efforts. Again, undergraduate participants in civic engagement program provided the majority of the hours, accounting for more than 80% of the hours served by the Duke community.

Civic Engagement at Duke: Campus Participation in Programs

	No. of Volunteers	Hours Contributed
Undergraduate students	3,739	235,981
Graduate students	1,672	40,728
Faculty	481	1,200
Staff	223	1,577
Total	6,115	279,486

Financial Impact

In 2013, according to Independent Sector, a leadership network for nonprofit, charitable and philanthropic organizations, the average value of a volunteer hour in North Carolina was \$21.04 (slightly below the national average of \$22.55). (15) At this rate, Duke volunteers contributed \$5,880,385.44 through their civic engagement service work.

Estimated Financial Impact of Civic Engagement Programs and Initiatives (A) Imputed Value of Volunteer Time (based on Independent Sector valuation)

Undergraduate Students	\$4,965,040.24
Graduate Students	\$856,917.12
Faculty	\$25,248.00
Staff	\$33,180.08
Total	\$5,880,385.44

Additionally, respondents quantified the financial impact of their programs and initiatives in other ways, based on allocations of time, goods, and other services.

Estimated Financial Impact of Civic Engagement Programs and Initiatives (B) Estimated Financial Value Based on Program /Initiative Outputs (self-reported by programs/initiatives)

Staff Salaries and Time	\$2,201,477
Volunteer Time	\$3,865,964
Goods and Services (Deliverables)	\$4,049,463
Other	\$218,500
Total	\$10,333,374

Respondents estimated the value of staff and volunteer time to be similar to the estimate suggested by the Independent Sector formula — about \$6,067,411 (a difference of less than \$200,000).

(15) According to Independent Sector’s own description of its methodology, the value of a volunteer hour is calculated “based on the hourly earnings (approximated from yearly values) of all production and non-supervisory workers on private non-farm payrolls average (based on yearly earnings provided by the Bureau of Labor Statistics)” and increased by 12% to account for fringe benefits. See https://www.independentsector.org/volunteer_time for additional information.

To that, respondents estimated an additional financial impact of \$4,267,963 to account for the contribution of specific goods, such as medical equipment, construction materials, etc., and other services, such as legal consulting or coursework. This suggests that for the 2013-2014 academic year, the financial impact of the responding civic engagement programs was at least \$5 million and likely closer to \$9-10 million, although even this figure under-represents the value of programs and initiatives as many aspects of civic engagement work are difficult to quantify.

Geographic Impact

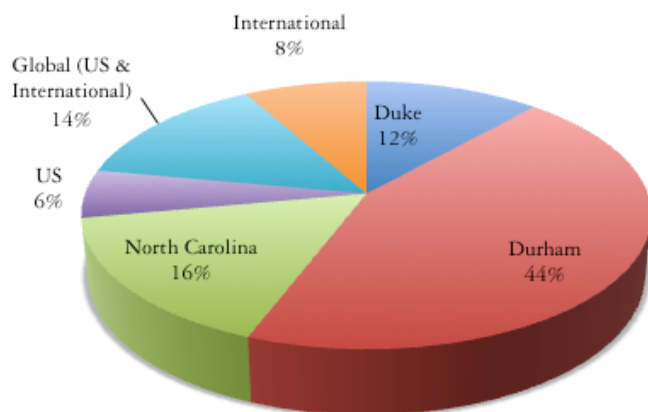
The participating programs and initiatives report working in more than 25 unique communities and settings, from programs housed and working solely on campus to those with efforts in Texas, South Carolina, Nepal, Peru, Tanzania, and Costa Rica.

Most work is done at home. Among the participating programs, more than 40% report doing some or all of their engagement work in the Durham community. An additional 16% of programs report doing some or all of their engagement work in North Carolina. Combined with the 12% of programs that work exclusively on campus, more than 70% of programs work locally.

Nevertheless, this statistic most likely under-represents the amount of work done at Duke, in Durham, and in our state; as the previous data on student groups indicates, most student groups are active in the schools, educational programs and medical institutions of our community, suggesting that, overall, much more service is provided locally.

Just 8% of programs reported only working outside of the U.S., while about 14% characterized their work as global in scope, with locations in both the U.S. and

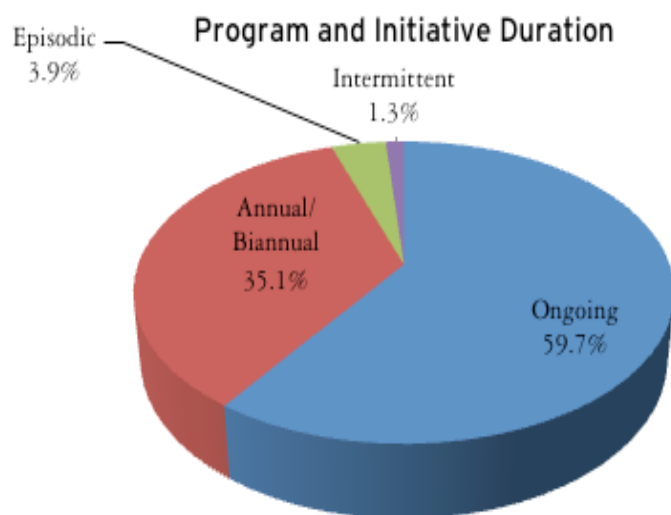
Locations of Duke Civic Engagement Programs



abroad. Overall, about three-quarters of programs and initiatives reported their work was based only in the local community or in the United States, perhaps dispelling a persistent myth about the locations of civic engagement programs at Duke.

Duration of Programs

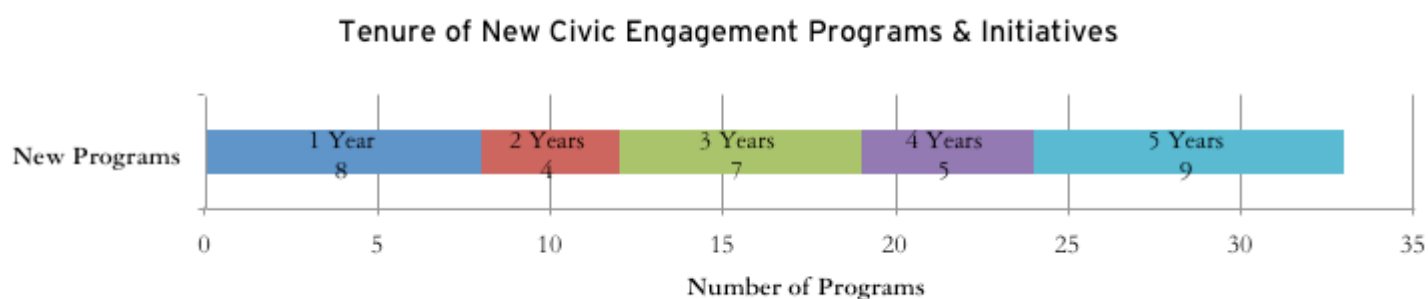
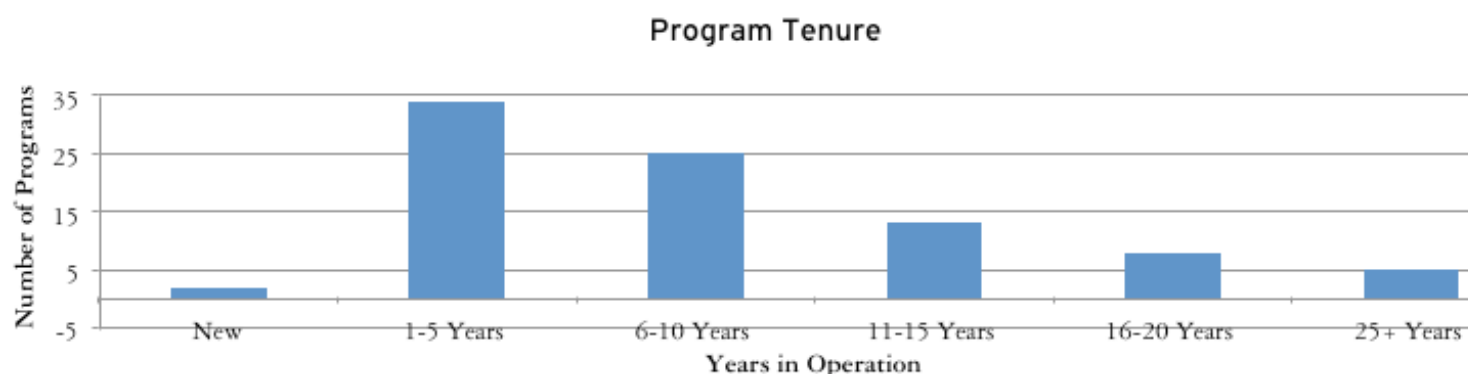
The 88 programs and initiatives that participated in the Inventory averaged nine years of operation, with some programs, such as the Volunteer Fair, exceeding 30 years; others, including the Forum for Scholars and Publics, had completed their first full year.



Overall, about 40% of programs and initiatives have worked for between one and five academic years, while another third have been working for between six and 10 years. New programs, those with five years or fewer of operations, had an average tenure of three years — with almost as many programs being in 2012 or 2013 as began in 2008 or 2009. This data indicates that there has been significant growth in the civic engagement programming at Duke that roughly aligns with the 2006 Strategic Plan, *Making a Difference*, as well as with the tenure of President Richard Brodhead.

More importantly, nearly 60% of the programs and initiatives defined themselves as ongoing efforts — those that operate for all or most of the academic year, as the School of Law's legal clinics do.

An additional 35% of programs, while running full-time, defined themselves as annual or biannual, indicating that they ran once or twice during the academic year, at a set time and for a set period, such as the Alternative Spring Break service trips.



Above: The 33 programs with tenures of five years or less are evenly distributed between very new initiatives and those with four or five years of experience. Additionally, expansion of programs and initiatives reflect the growing popularity of and confidence in civic engagement as a part of our University pedagogy.

The Breadth and Depth of Experiences

Within this context, it is not surprising that the civic engagement efforts currently active at Duke demonstrate significant breadth and depth. While about one-third of the programs and initiatives defined themselves thematically as education programs, the majority of programs placed their work in another category. About 20% of programs identify as primarily addressing poverty alleviation, while about 10% consider themselves to be faith-based or faith-related.

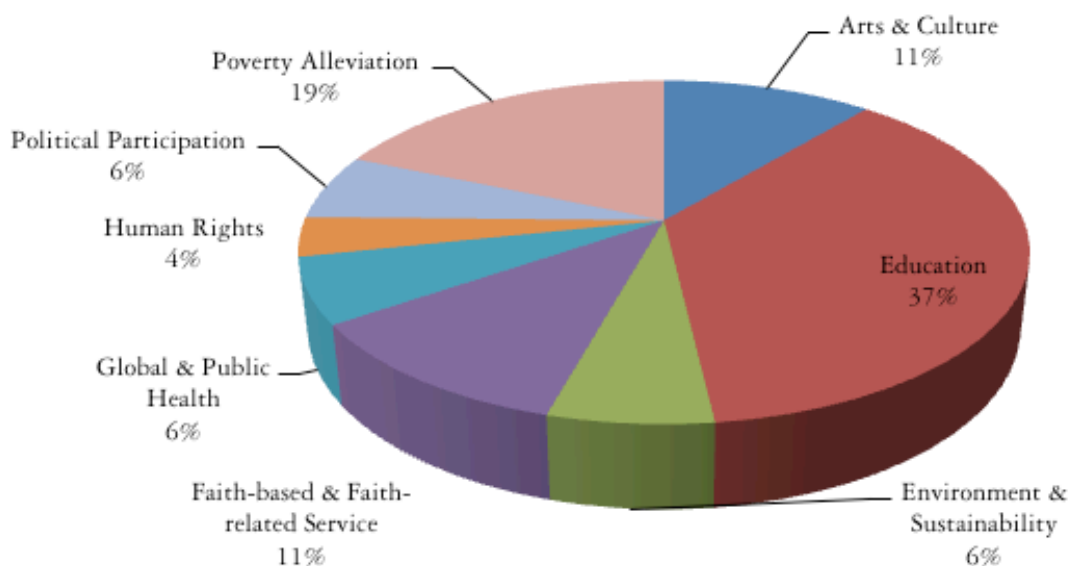
Education programs. Further, even within broad themes such as education, programs demonstrated distinction in the work that they did. For example, programs that identified themselves as education initiatives further classified their work into 18 subcategories, ranging from issues of access and equity to literacy and school completion. More than 10% of programs each addressed the themes of literacy, primary education, and children and youth (generally), while slightly fewer programs worked to address issues of high school and middle school or considered themselves to be social enterprise or venture programs working in the broader theme of education.

Poverty-alleviation programs. Additionally, programs that work primarily in the theme of poverty alleviation identified 13 sub-themes: 20% of programs defined themselves as focused on or addressing community development while about 14% worked on issues faced by children and youth. About 10% of programs each addressed issues of economic development and social enterprise. Overall, poverty-alleviation programs worked across 13 diverse types of interventions.

Arts and culture programs. Reflecting a tradition started with the Center for Documentary Studies, about 11% of programs doing civic engagement work reported that their programs addressed issues of arts and culture. These programs included efforts such as Literacy through Photography (which combines documentary photography instruction with literacy improvement programs, training both teachers and students) and Small Town USA (a documentary partnership with Hillsborough, North Carolina). Like Small Town USA, more than 30% of arts and culture programs viewed themselves as working in the vein of historical or cultural preservation, while an additional 20% addressed arts activism and critical dialogue. An additional 20% of programs support community-based art projects or artists. Overall, arts and culture programs worked in 10 distinct areas.

Faith-based and faith-related programs. Reflecting Duke's diverse faith traditions, about 11% of all civic engagement programs consider themselves faith-based or faith-related. These included programs such as the PathWays Fellowship, but also faith-based outreach through ongoing efforts in the Durham community and on Alternative Break trips. More than one-quarter of the faith-based programs worked toward economic or social justice, while 20% of programs addressed poverty alleviation efforts. Faith-based and faith-related programs reported work in 10 unique areas with direct ministry efforts accounting for only 12% of faith-based civic engagement efforts.

Primary Thematic Areas of Civic Engagement Programs/ Initiatives

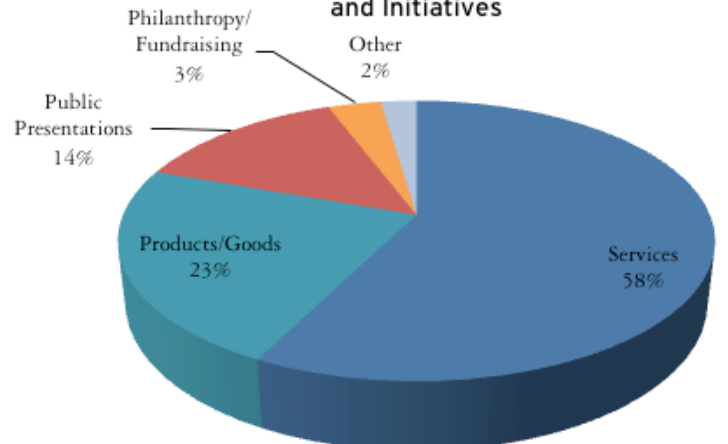


Primary Deliverables and Activities

To accomplish their work, programs and initiatives often provide deliverables in collaboration with their community-based partners (more details on the partnership structures of these programs will be provided in the following section). Indeed, of the 88 programs participating in this effort, 87 identified a primary deliverable.

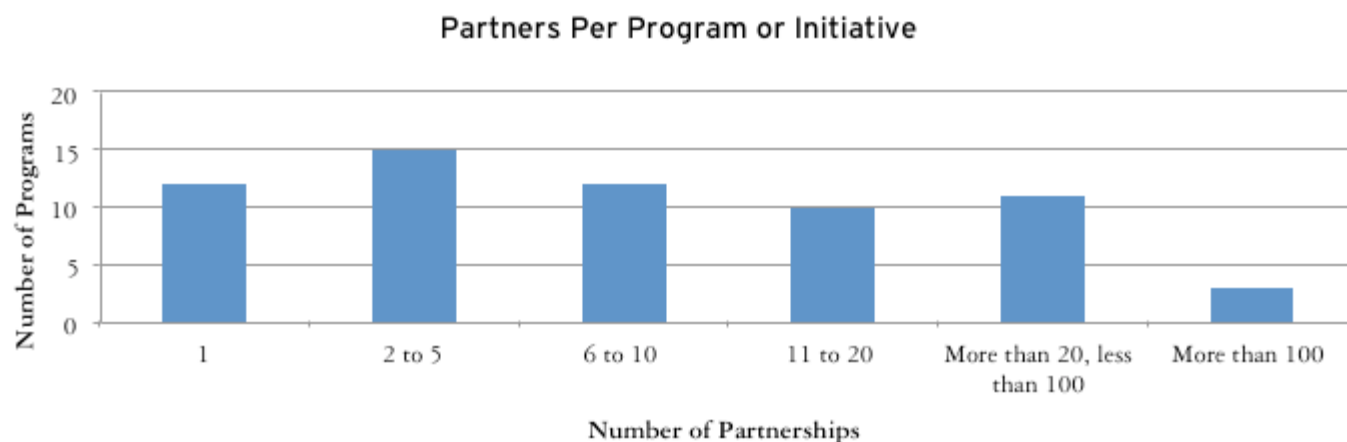
Of those primary deliverables, nearly 60% were classified as services, ranging from programs that provided tutoring to those that served shifts at nonprofit or other organizations. Also included here were programs that provided consulting or consensus building programs. About one-quarter more provided products or goods, including research or reports, housing, and improvement projects.

Primary Deliverables of Civic Engagement Programs and Initiatives



Diversity of Program/Initiative Work, by Thematic Categories							
Education		Poverty Alleviation		Faith-based & Faith Related		Arts & Culture	
Children and youth, generally	11.4%	Community development	20%	Economic and/or social justice	28%	Cultural/historical preservation	30.8%
Literacy	11.4%	Children/youth	14.3%	Poverty alleviation	20%	Arts activism/critical dialogue	23.1%
Primary school grades/completion	11.4%	Economic development	11.4%	Community development	12%	Support for community-based creative works	15.4%
High school grades/completion	9.1%	Social enterprise or social venture	11.4%	Healthcare and healthcare access	8%	Access and equity	7.7%
Middle school grades/completion	9.1%	Access and equity	8.6%	Rural ministry	8%	Arts production	7.7%
Social enterprise or social venture	9.1%	Homelessness intervention	5.7%	Disability services	4%	Support for community-based artists	7.7%
Mixed goals	6.8%	Hunger relief	5.7%	Education	4%	Youth instruction in the arts	7.7%
Access and equity	4.5%	Legal/regulatory reform	5.7%	Hunger relief	4%		
Documentary photography/literacy	4.5%	Microfinance	5.7%	Urban ministry	4%		
Legal/regulatory reform	4.5%	Financial Literacy	2.9%				
College preparation/access	2.3%	Legal Services	2.9%				
Early childhood/school readiness	2.3%	Mixed goals	2.9%				
Education policy	2.3%	Quality of life improvements	2.9%				
Food insecurity	2.3%						
Leadership, professional development	2.3%						
Program evaluation	2.3%						
Teacher/educator training	2.3%						
Post-secondary education/training/access/persistence/completion	2.3%						

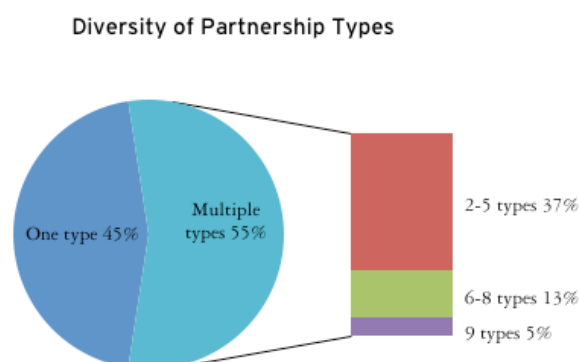
All themes were self-reported by respondents for their programs or initiatives. We did not reclassify, adjust or otherwise attempt to move programs from the themes selected by respondents.



Partnership Structures

The majority of the civic engagement programs and initiatives participating in the Inventory — 72 programs of the 88 participating, or nearly 82% — report working with at least one external community partner.

The median number of partnerships per program or initiative was seven; approximately 20% of programs or initiatives worked only with one partner. (On the opposite end of the spectrum, some programs, such as Duke Service-Learning, reported significantly more than seven partnerships.) The partnerships have lasted an average of nearly nine years, and most, if not all, participating programs continue to be active. Over the life of these partnerships, some 3,808 community members — such as volunteer coordinators, staff liaisons, program managers, etc. — have contributed more than 30,000 service hours to programs and initiatives (beyond what members of the Duke community contribute). In general, each program or initiative worked in partnership with 10 community-based members, each of whom contributed about 120 hours of service or work.



With Whom Programs and Initiatives Partner.

Civic engagement programs and initiatives at Duke work with community partners across the engaged organization and institution spectrum. About 55% of partners reported that they work with multiple types of partners, from schools to nonprofit organizations and foundations; about 45% work with only type of community partner. Nearly one quarter of partnerships formed are with nonprofit, 501(c) 3 organizations, and about 14% are formed with elementary, middle or high schools. Relatively few partnerships are formed with benefit corporations, with just three programs reporting such models.

Partnership Profile

Community Partnerships			
Programs with partnerships	72 81.8%		
Number of partnerships	1,928	Tenure of partnerships	
• Average	30	• Average	8.8 yrs
• Median	7	• Median	6 yrs
Community member partners	3,808	Community member volunteer hours	30,373
• Average	72	• Average	723
• Median	10	• Median	120
Student Group Partnerships			
Programs with partnerships	20 23.5%	Average number	3
Curricular Partnerships			
Programs with partnerships	33 45.2%	Average number	3

POLITICAL AND POLICY-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT THE NC FAMILY IMPACT SEMINAR

A legislative education initiative involving Duke faculty, researchers, professional staff and undergraduate and graduate students focused on using research to inform policy for its target population: North Carolina legislators, legislative staff, executive branch officials, and other stakeholders.

Department: Sanford School of Public Policy and Center for Child & Family Policy

Program Tenure: 9 seminars

Where the Program Works: North Carolina

Key Program Characteristics:

Annual • Policy and research work • Government entities

"The NC Family Impact Seminar exemplifies Duke's commitment to engagement and to knowledge in the service to society. NCFIS features responsiveness to policymakers' interests and concerns, a focus on the best available research evidence and the involvement of students, faculty and other Duke and partner stakeholders to use research to inform policy."

— Jenni Owen, Center for Child & Family Policy, Sanford School of Public Policy

Who Served in 2013-2014:

2 undergraduates • 3 graduate students • 15 Duke faculty, researchers and staff • NC legislators and staff

Partnership Profile:

The NC Family Impact Seminar (NCFIS) works with members of the North Carolina General Assembly, including representatives, senators, and their legislative staff.



Above: Eric Gukian, senior education advisor for Governor Pat McCrory, discusses education policy at the Sanford School.

Below: Participants in a bi-national discussion on the intersections of research and policy compare practices in the U.S. and South Africa.



What the Program Does:

NCFIS is a legislative education initiative. It provides opportunities to students, as well as research policy-related opportunities to faculty and staff at the Center for Child and Family Policy, the Sanford School of Public Policy, and other entities at Duke and beyond. The goal of the seminar is to provide North Carolina legislators with evidence-based research about the impact of policies on families and children. NCFIS is a member of the Policy Institute for Family Impact Seminars, founded in 1999 at the University of Wisconsin and now at Purdue University.

With the timely provision of evidence and research on legislative policies, it is the goal of NCFIS that state policymakers will use the information to draft and evaluate legislation, and will consider the research in deliberations, speeches, and presentations.

Additionally, the program acts as a deliberation and discussion forum for topics that state policymakers select for the Public Policy community at Duke, bringing together faculty and staff experts, graduate students and undergraduates in one setting to work collectively on current legislative topics with those active in the policy community statewide and nationally.

Key Outcomes in 2013-2014:

- All Family Impact Seminar briefing reports are available online. Briefing reports include the importance of early invention projects for children with aggressive behaviors; the importance of home nurse visits to newborns and their parents in reducing early life emergency room care; and effectiveness of drug abuse prevention programs that combine home- and school-based interventions.
- In addition to a wealth of research and published reports, in 2010 the NCFIS on school suspension led to the formation of a school discipline reform working group, to legislators paying more critical attention to the issue, and to the opening of policy discussions on relevant legislation.

Learn More About the NC Family Impact Seminar:
<http://tinyurl.com/ncfamseminar>

GLOBAL HEALTH-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT THE STUDENT RESEARCH TRAINING PROGRAM

A year-long, community-based research and immersive fieldwork program for undergraduates, exposing students to important global health themes domestically and internationally.

Department: Duke Global Health Institute (DGHI)

Program Tenure: 4 Years

Where the Program Works: Internationally • In the U.S.

Key Program Characteristics:

Ongoing • Health education • Access and equity
Direct service • Fieldwork • Endowed

“Experiential learning is a hallmark of DGHI education programs. The SRT program provides undergraduates the opportunity to deeply explore global health issues in the field through collaborative community based projects and activities.”

— Lysa MacKeen, Assistant Director for Student Fieldwork Operations, DGHI

Who Served in 2013-2014:

22 undergraduates • 5 Duke faculty
6 community partners globally

Partnership Profile:

- Each year, the Student Research Training Program (SRT) works with international community partners in a variety of locations (past partners have been located in Guatemala, Haiti, India, Sri Lanka, Tanzania, and the United States).
- Over the four years of the program, SRT has had 10 partners in these countries, all with a global health focus in critical issue areas such as infant mortality, HIV/AIDS, substance abuse, and health care access.



Above: An SRT student leads a health lesson as part of his fieldwork.

Below: An SRT student group with community partners.



What the Program Does:

SRT provides a year-long immersive fieldwork program to students participating in Duke's Global Health programs. The program asks undergraduates to carry out a community-based research project in collaboration with a community partner — from development to implementation to assessment. Students apply principles they learned in the classroom to address key issues with their partners.

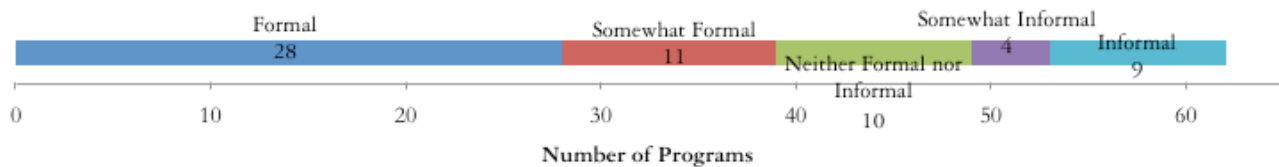
In 2013-2014, the 22 students who participated in SRT devoted 450 hours each to their training and fieldwork, for a total of 10,000 hours of engagement. Additionally, five Duke faculty provided nearly 300 hours of their own engagement through teaching, mentoring, and project development. To help facilitate student fieldwork, students receive a grant to cover their program-related expenses.

Key Outcomes in 2013-2014:

- Students produced materials and projects of consequence for community partners. For example, in one project, students developed a botanical reference guide for traditional healers that documented treatment strategies and local resources for the traditional medicine and biomedical care providers.
- Student participants satisfy their experiential learning requirement within the Global Health major.
- Programs can receive in-kind donations, such as dental education supplies, or seed grants for micro-finance projects.

Learn More About the Student Research Training Program:
<http://tinyurl.com/dghisrt>

Formality of Civic Engagement Partnerships



Types of Community Partnerships. According to Inventory respondents, the majority of the programs and initiatives engaging in community-based partnerships report that those partnerships are formal in nature. About 45% of partnerships were described as formal — that is, those agreed upon for specific purposes or durations and perhaps governed by a written agreement or Memorandum of Understanding. In contrast, just 15% of partnerships considered themselves to be wholly informal, based on unofficial relationships or shared interest but without written agreements or periods of obligation. (Authors' Note: One limitation of this data is the absence of a community partner perspective to confirm or refute this perception; future iterations of this report may want to work to include this important information.) (16)

Research in the field of university civic engagement distinguishes partnerships as a subset of the broader universe of university-community relationships. (17) Partnerships are those relationships in which the interactions among students, organizations in the community, faculty, university administrators, and community members exhibit and can be measured on qualities of closeness, equity, and integrity. To the extent that they embody these qualities, partnerships “contribute to the identity, mission and growth of the individuals involved, as well as to their shared work and to the broader contexts in which they are enacted.” (18)

Beyond the formality of the partnership, respondents were asked to describe the dynamics that characterized their partnerships, examining five areas: benefits, goal setting, leadership, resources, and administration of programs. In general, respondents reported that partnerships were balanced, with

community members/partners and Duke participants sharing in various aspects of the program, project or initiative. They also reported that community partners received slightly more benefit from the programs and initiatives, while Duke participants provided more resources and claimed more administrative responsibility for programs.

- **Administration of Programs.** Duke participants claimed administrative responsibility for about 23% of programs and initiatives, compared to about 3% administered primarily or solely by community partners and members. Twenty-seven percent of programs were said to be administered jointly by both the community and Duke.
- **Leadership.** Community partners were responsible for the sole or primary leadership of about 7% of programs and initiatives, while about 25% were led solely or primarily by Duke participants. Again, about 27% of programs claimed leadership was a joint effort of both Duke and the community.
- **Agenda and Goal Setting.** In contrast to ownership and leadership of programs, about 52% of programs claimed that goals and agendas for the work of programs and initiatives were collaboratively set by Duke and the community. About 7%, each, of programs and initiatives claimed to have agendas or goals set solely or primarily by one partner, either Duke or the community.
- **Resources.** For about 28% of programs, resources for that program or initiative were provided primarily or solely by Duke participants. In contrast, in only about 2% of programs or initiatives were resources provided solely or primarily by the community. Resources were drawn equally from the community and Duke participants in about one-third of programs.
- **Benefits.** The community was the primary or sole beneficiary of programs or initiatives about 15% of the time; in contrast, Duke participants were the primary or sole beneficiary just 2% of the time. Fifty-seven percent of the time programs or initiatives shared the benefits of the programs equally between community members and partners and Duke participants.

(16) Given the diverse number and scope of partners, and our goal of releasing this report in a timely fashion, it was not possible to survey partners at this time. Future report methodology should consider how to integrate partners in this process.

(17) Robert G. Bringle, Patti H. Clayton and Mary F. Price. “Partnerships in Service Learning and Civic Engagement,” *Partnerships: A Journal of Service Learning & Civic Engagement* 1 (1) (Summer 2009).

(18) Ibid.

HUMAN RIGHTS-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT THE DUKEENGAGE BELFAST, NORTHERN IRELAND

A summer immersive service program in Northern Ireland that engages undergraduate students in full-time service with community and NGO groups working on post-conflict reconciliation.

Department: Duke Human Rights Center at the Franklin Humanities Institute

Program Tenure: 7 Years (2009-2015)

Where the Program Works: Belfast, Northern Ireland, U.K.

Key Program Characteristics:

Annual • Conflict resolution • Human rights
Grassroots • Direct service

"Students work with grassroots organizations doing the hard work of human rights after the peace accords have been signed. In most cases, this means the intensely personal work of creating community and bridging the still evident sectarian divide between Protestants and Catholics. At the same time, students learn to look at divides within the United States, largely based on race and class, in a different way."

— Robin Kirk, Director, DukeEngage Northern Ireland

Who Served in 2013-2014:

9 undergraduates • 1 graduate student • 1 Duke faculty
7 community partners

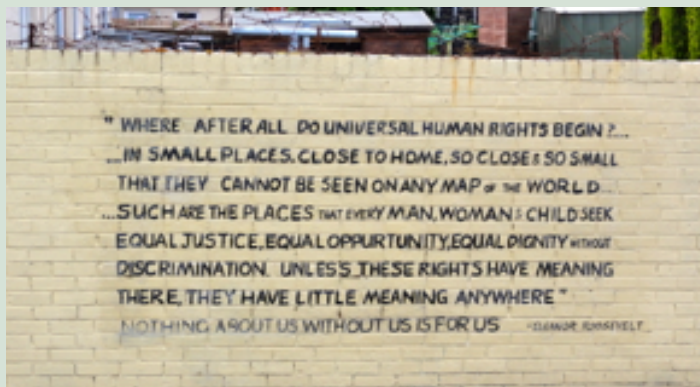
Partnership Profile:

- DukeEngage Belfast partnered with 7 organizations, all of whom address post-conflict peace-building.
- Each year, 20 community partner staff members worked with DukeEngage Belfast participants, contributing about 400 hours of their own service to the program.



Above: A Belfast peace wall.

Below: A wall in the Shankill Road neighborhood of Belfast.



- Community partners worked across the themes of historical documentation and oral history, healing therapy, family resource development and children's welfare and rights, among others.

What the Program Does:

Between 2009 and 2015, the DukeEngage Northern Ireland program was an eight-week, immersive summer program that introduced students to grassroots human rights work through the lens of peace-building in Belfast. Following the 1998 Good Friday Peace Accords (the ending of conflict in Northern Ireland with roots in politics, religion and sectarianism), civil society in Belfast entered a period of peace-building with the goals of fostering a human rights culture, documenting the experiences of conflict and reconciliation, lessening sectarian divisions and developing human rights protections and reporting mechanisms.

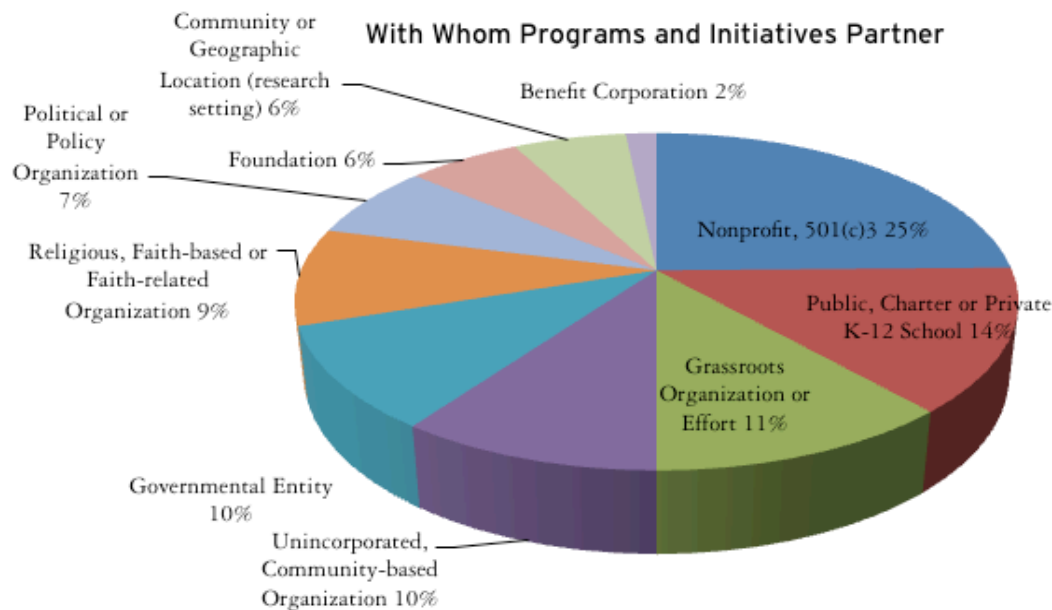
Student participants served with a variety of community partners whose work addressed community reconciliation and peace-building from many thematic angles. Students typically engaged in service projects such as:

- Developing archives that document the history of The Troubles.
- Providing research to support outreach and client work.
- Supporting a community partner newsletter with research, interviews and writing.
- Working with micro-enterprise and job-creation efforts.
- Assisting with community events meant to encourage reconciliation and intergroup collaboration.

Key Outcomes in 2013-2014:

- DukeEngage Belfast partnered with a student-led House Course, *Understanding The Troubles*.
- Undergraduate students provided nearly 300 hours of service to community partners every summer.
- The program hosted a speakers' series, *Commissioning Truths*, which brought community partners to campus.
- Students reported leaving the program more politically active and aware, with a better understanding of their own personal identities. Additionally, three students have completed honors theses resulting from their service.

Read an Interview with a
DukeEngage Belfast community partner:
<http://tinyurl.com/belfastinterview>

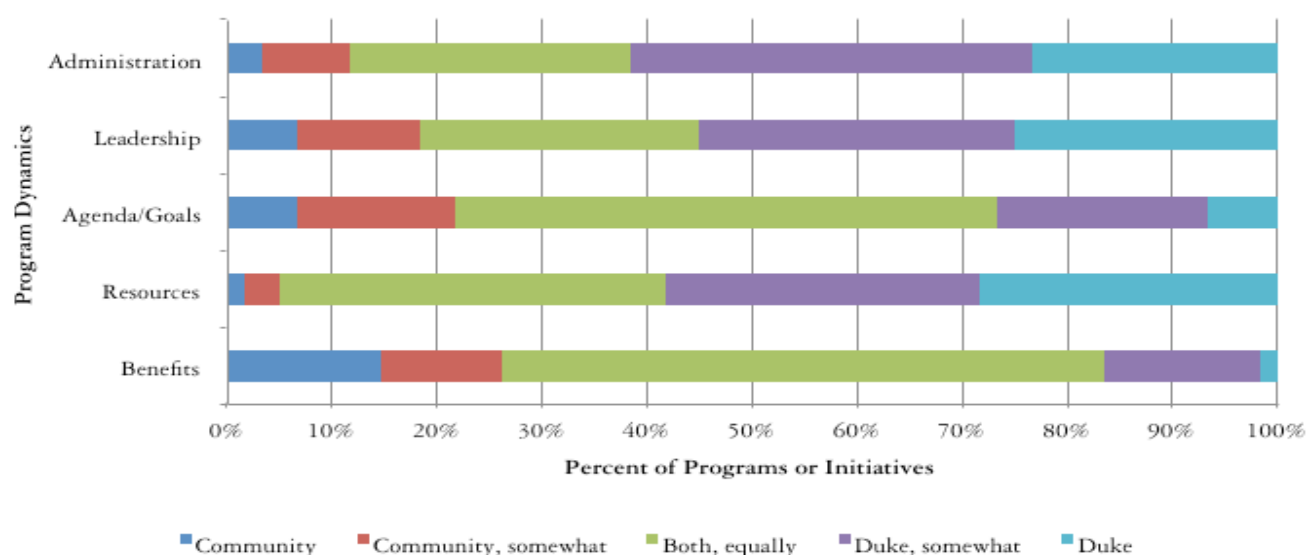


As these data suggest, a sizable number of the community partnerships in which Duke plays a role incorporate practices that promote closeness, equity and integrity, bolstered by regular communication, coordination of joint activities, collaborative leadership or management, joint contribution to common goals, and shared resources among members. Partnerships that include more of these practices are positioned to enlarge the scope of their transactional activities to engage in complex projects of mutual benefit.

Partnerships with Student Groups. (19) Roughly one-quarter of respondents indicated that their

program or initiative also collaborated with student groups and organizations on campus, including recognized student-led organizations. On average, programs or initiatives working with student groups had three partnerships, though half of the programs reported partnerships with only one student group. Among student group partnerships, most (nearly 60%) were made with co-curricular organizations and student programs, such as the Duke Partnership for Service, Duke Student Government and other more topically focused clubs and groups. In contrast, fewer partnerships were made with student athletic teams and with Greek life organizations (just 4% each).

Dynamics that Characterize Partnerships



(19) Data in this section reflect what is reported by survey respondents. At this time, we are unable to include data directly from the student groups themselves. Future versions of this report should attempt to summarize student clubs and groups.

FACULTY-LED CIVIC ENGAGEMENT AT DUKE: A LOOK AT DUKE-DURHAM WRITES STUDIO

A year-long partnership between the Duke Thompson Writing Program and Durham Public Schools, funded through the Civic Studios initiative of the Duke Office of Civic Engagement, to explore curricular and co-curricular writing partnerships between Durham K-12 teachers and Duke faculty.

Department: Thompson Writing Program, Duke Office of Civic Engagement

Program Tenure: 1 Year

Where the Program Works: Durham, NC Public Schools

Key Program Characteristics:

Faculty-led • Community-based • Literacy/writing
Knowledge-sharing

"Our studio is a highly collaborative group that includes Durham Public School (DPS) teachers and administrators, Thompson Writing Program (TWP) faculty, and consultants from the North Carolina Department of Public Instruction, Duke's Neighborhood Partnership, the Writing Studio, and the Service Learning Program. To be most effective as a learning community ... we need opportunities to learn from one another, to work collectively to understand pedagogical theories and best practices related to civic engagement, writing, and K-12 literacy, and to help shape projects at each of our three partnership schools."

— Jennifer Ahern-Dodson, Ph.D., Director of Outreach,
TWP Director of Language Arts & Media

Who Served in 2013-2014:

2 Duke students • 4 Duke staff • 3 Duke faculty
10 DPS community partners



Above: Participants in the Hillside-Duke Writing 101 partnership come together to discuss voice in writing.

Below: Participants in the Duke-Durham Writes Studio meet to brainstorm and discuss planned projects.



Partnership Profile:

The Duke-Durham Writes Studio was a partnership between three Durham Public Schools — one elementary, one middle, and one high school — and the Thompson Writing Program, with consultation services from the North Carolina Department of Public Instruction.

What the Program Does:

Funded by a grant from the Duke Office of Civic Engagement's Civic Studios initiative, the Duke-Durham Writes Studio was a one-year collaboration between instructors in TWP to address the following:

- What are the current school needs related to literacy/writing?
- What are the models for sustainable partnerships between writing programs and their communities?
- What are the possibilities for long-term partnership between TWP and our partner schools?

The Studio convened three working groups during the year, to explore partnership possibilities and generate proposals and potential initiatives for future work. The working groups included Duke faculty, staff, and consultants, as well as DPS teachers, administrators, and parents.

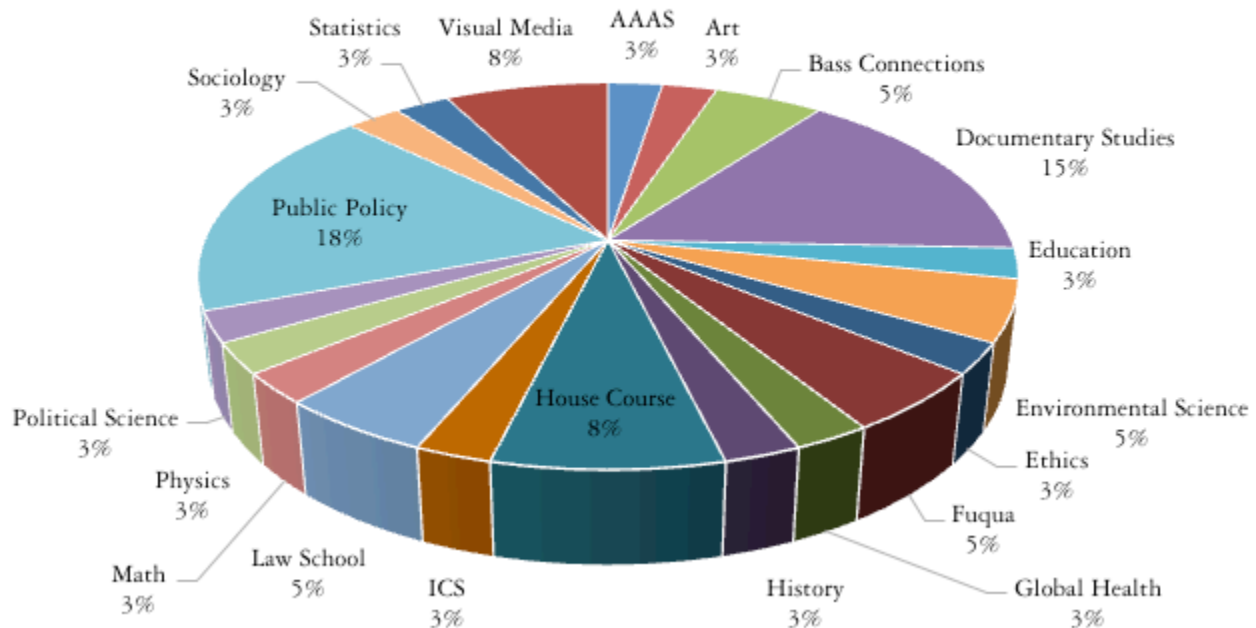
Key Outcomes in 2013-2014:

Each DPS school team developed a series of pilot projects suited to the needs of their school and their school environment. Potential collaborations included:

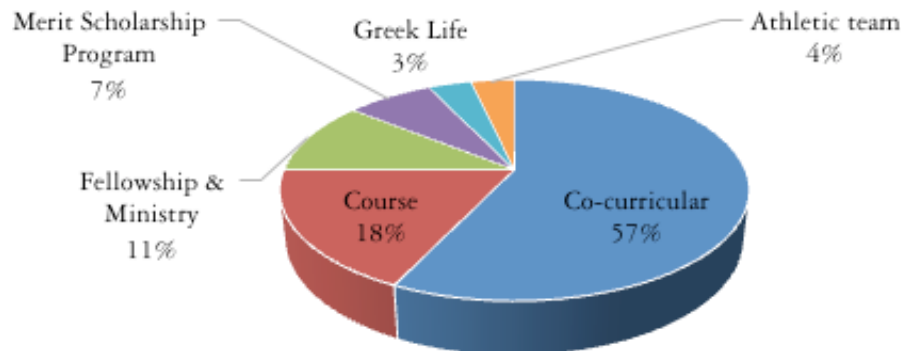
- Developing a unit focused on persuasive and narrative writing to demonstrate writer's voice.
- Planning for a "Writing Mash Up," a one-day event between middle school writers, Duke faculty and Duke Writing 101 students.
- Expanding a partnership between an elective middle school writing class and a Writing 101 service-learning course.
- A writing collaboration between high school ESL students and Writing 101 participants to document the high school students' experiences with school and language-learning.

Learn More About the Duke-Durham Writes Studio:
<http://sites.duke.edu/dukedurhamwritesstudio/>

**Curricular Connections Reported By Civic Engagement Programs,
by Academic Department**



**Civic Engagement Program Partnerships
with Student Groups**



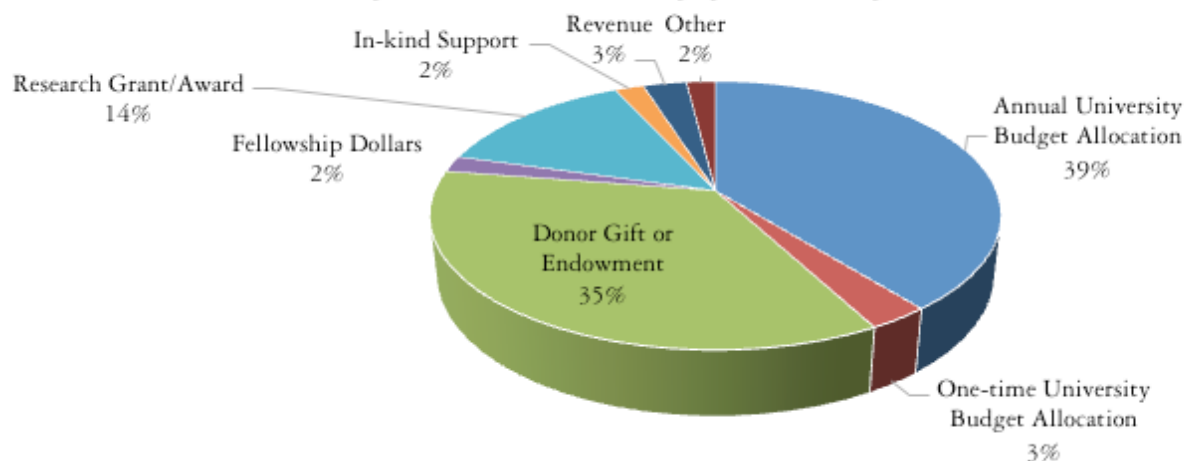
Additional partnerships with students groups were formed with fellowship and ministry programs, merit scholarship programs and individual courses.

Connections to the Academic Curriculum. About 45% of programs and initiatives reported connections to the Duke curriculum. While many of these connections were to the undergraduate curriculum, several programs provide curricular connections for graduate and professional students.

On average, these programs or initiatives reported connections to three courses; however, about 45% of programs or initiatives reported connections to a single, specific course.

Among the specific courses listed by respondents, the most common connections to the curriculum were reported in the departments of Documentary Studies and Public Policy. Other departments include AAAS, Ethics, History, Math, Physics, and Global Health. The depth of variety in curricular connections across civic programs and initiatives is evidence of the great breadth of engagement on our campus.

Funding Sources for Civic Engagement Programs and Initiatives



Funding Streams for Civic Engagement Programs and Initiatives

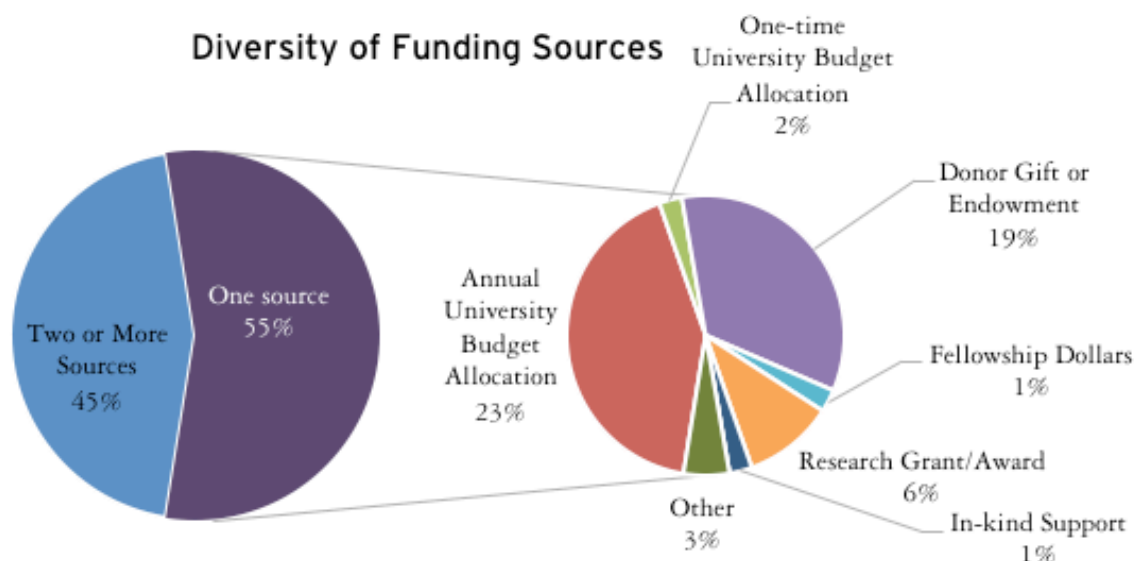
Funding provided to and for civic engagement programs and initiatives was provided by more than eight sources, ranging from regular allocations from the University's annual budget to donor gifts to revenue generated by program activities (such as the cost of tickets to attend a performance). Eight programs — about 7% of respondents — reported that they received no funding for their work.

Of the programs and initiatives that reported having received funding, about 55% received funding from only one source. The 45% of programs that reported funding from multiple sources reported either two or three sources. No program reported more than three funding sources.

The annual budget of the University was a significant source of funding for civic programs and initiatives. More than 40% of programs reported that they received University budget allocations, with about 39% receiving annual budget allocations and 3% receiving one-time budget allocations. Among programs with only one funding source, 42% relied on the University budget.

An additional 51% of funding for civic engagement programs and initiatives came from external sources, such as donor gifts or endowments, research grants and awards, and fellowship dollars. About 30% of programs with only one funding source received that funding from donor gifts or endowments. In contrast, less than 10% of programs used sources such as in-kind support, revenue-generating activities, or other sources.

Diversity of Funding Sources



ENVIRONMENT AND SUSTAINABILITY-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT THE GRADUATE CERTIFICATE IN COMMUNITY-BASED ENVIRONMENTAL MANAGEMENT

A program for graduate students at the Nicholas School of the Environment that introduces participants to theories and methods of community-based environmental management through client-based projects.

Department: Nicholas School of the Environment

Program Tenure: 2 Years

Where the Program Works: North Carolina

Key Program Characteristics:

Ongoing • Community-based • Environmental

"Our students are hungry to learn the grounded realities and best practices for facilitating the process through which communities are empowered to engage with and improve their own environments. The Certificate in Community-Based Environmental Management (C-CBEM) serves a dual purpose — to provide opportunities to support the remarkable organizations engaging communities in North Carolina around environmental issues and providing our students the opportunity to learn directly from these dedicated CBEM practitioners."

— Elizabeth Shapiro-Garza, Director, C-CBEM

Who Served in 2013-2014:

11 graduate students • 1 Duke faculty
10 community partners

Partnership Profile:

- Community partners include nonprofit, for-profit, grassroots, and government organizations in North Carolina that have a strong emphasis on working at the community level for social and environmental change.
- Each year, approximately 25 community partner staff members mentor and collaborate with C-CBEM students, contributing about 400 hours of their own service to the program.



Above: C-CBEM students learn about vertical integration of the food supply chain and sustainable agriculture at the Eastern Carolina Organics food hub.

Below: C-CBEM students gather to hear from Emily Egge of SEEDS Community Garden.



What the Program Does:

The C-CBEM is a theory and method-based graduate program for students at the Nicholas School of the Environment that aims to train highly effective managers of programs and initiatives who work at the community level to affect environmental and social change. At the conclusion of the C-CBEM program, students demonstrate proficiency in:

- Concepts and theory that form the foundation of CBEM.
- Strategies for designing and implementing programs in local communities that account for complexity in social and natural systems.
- Methods to assess the strengths and weaknesses of initiatives and to then improve their efficacy and impacts.

To develop these skills, graduate students complete client projects solicited by community-based organizations in North Carolina that employ the theory and skills they have learned through their coursework.

Key Outcomes in 2013-2014:

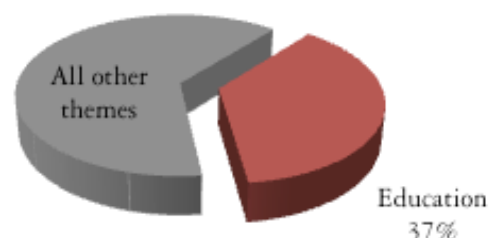
- C-CBEM students complete 12 credits of designated courses and include CBEM in their Master's Projects.
- Students complete client projects designed to improve community management of environmental initiatives. Past projects have helped community partners:
 - » Create environmental education and social marketing materials and programs
 - » Organize neighborhoods to address environmental justice issues: accessible water and energy efficiency
 - » Develop citizen-based programming to monitor environmental conditions
 - » Connect environmental organizations with under-served communities
- Graduate students report that C-CBEM has enhanced their skills, allowing them to navigate the challenges of working at the community-level: analyze the internal and external factors driving environmental degradation, engage communities in environmental problem solving, facilitate community collective action, and develop, implement, and evaluate community-based programs.

Learn More About the Graduate Certificate in Community-Based Environmental Management:
<http://tinyurl.com/dukecpbem>

Civic Engagement Programs and Initiatives: Thematic Areas of Our Campus' Work

As discussed previously in the report, the depth and breadth of civic engagement opportunities at Duke spans eight primary themes, ranging from education to human rights. In this section, we will explore the four themes — education, poverty alleviation, faith and faith-based service, and arts and culture — that account for 80% of the civic engagement work reported by respondents in the 2013-2014 academic year more fully, concentrating on the common points between programs and, for each theme, highlighting the work of programs that serve as case studies for the broader patterns for civic engagement at Duke.

Education Civic Engagement Programs



Campus Participation in
Education-focused Programs

	No. of Volunteers	Hours Contributed
Undergraduate students	1,903	29,170
Graduate students	415	8,360
Faculty	261	249
Staff	41	210
Total	2,620	37,989

Education Programs, Projects, and Initiatives

By the Numbers. About one-third of all civic engagement programs and initiatives participating in the Inventory (some 30 respondents) believe their work is carried out primarily in the theme of education. These programs range from those working with children and youth to those engaging in more specific work centered around school completion, education policy, or teacher training.

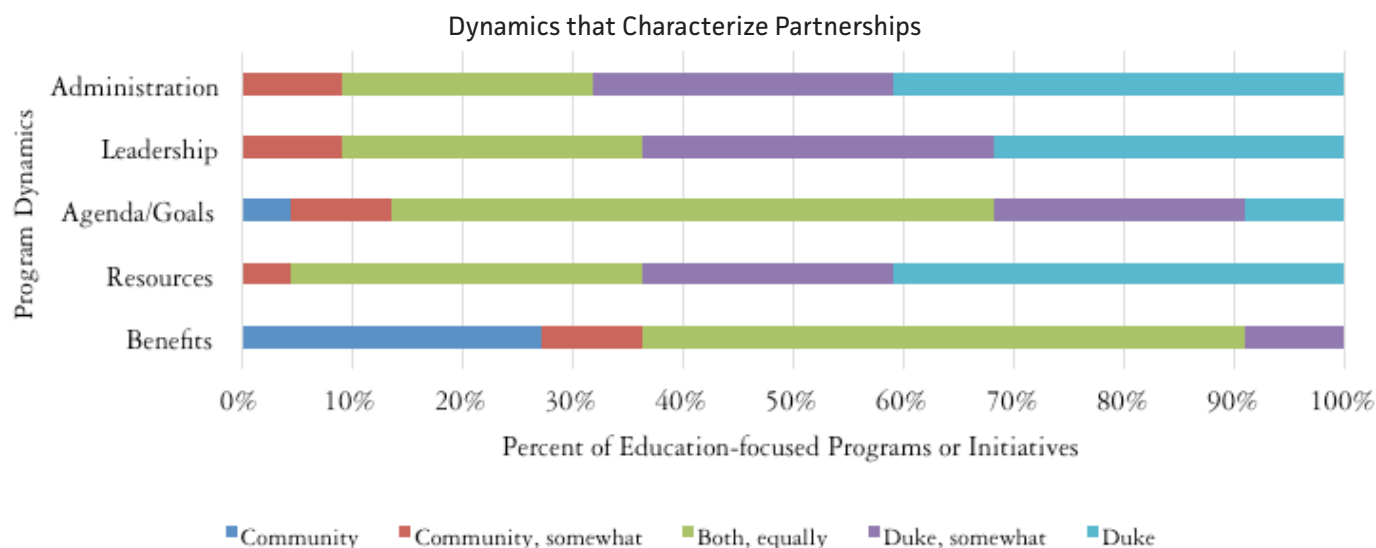
Volunteers in civically focused education programs, projects, and initiatives accounted for about 40% of all volunteers and nearly 40,000 service hours. Undergraduate and graduate students made up the primary volunteers.

Education-focused civic engagement programs have an average tenure of 10 years, with programs ranging in duration from new initiatives in the 2013-2014 academic year to those with more than 20 years of outreach. Reflecting this, more than 50% of the education programs and initiatives reported that their work is ongoing. Another third considered their efforts to be at least annual or biannual. Just two programs reported serving or operating less frequently.

Partnerships and Partnership Structures. More than 80% of education-focused programs and initiatives worked with community partners. Education-focused programs worked with nine different types of community partners, primarily with nonprofit, 501(c)3 organizations (30% of partnerships), and schools (32% of partnerships).

The partnerships into which education-focused programs and initiatives have entered have been long-standing ones; partnerships have lasted an average of nearly nine years (slightly more than the average civic engagement program participating in the Inventory) and resulted in cooperation with nearly 2,000 community members, who themselves volunteered about 1,500 hours to programs and initiatives in the 2013-2014 academic year, beyond the hours contributed by Duke community members.

Respondents largely characterized these partnerships as formal (23% of partnerships) or somewhat formal

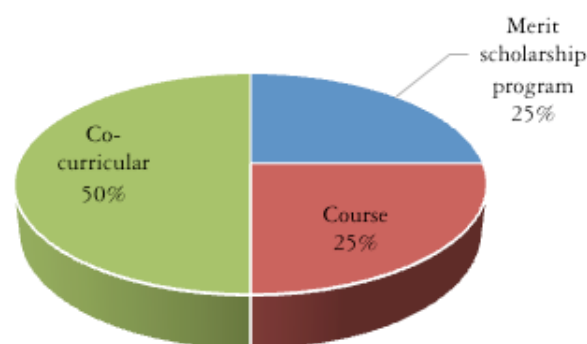


Education-focused Program Subcategories	
Children and youth, generally	11.4%
Literacy	11.4%
Primary school grades/completion	11.4%
High school grades/completion	9.1%
Middle school grades/completion	9.1%
Social enterprise or social venture	9.1%
Mixed goals	6.8%
Access and equity	4.5%
Documentary photography/literacy	4.5%
Legal/regulatory reform	4.5%
College preparation/access	2.3%
Early childhood/school readiness	2.3%
Education policy	2.3%
Food insecurity	2.3%
Leadership and professional development	2.3%
Program evaluation	2.3%
Teacher/educator training	2.3%
Post-secondary education/training/access/persistence/completion	2.3%

(23% of partnerships). Some 17% of partnerships considered themselves to be informal. Further, many of the partnerships described themselves as balanced in key areas, namely agenda and goal-setting and benefits of participation. Nevertheless, respondents indicated that Duke parties held more administrative responsibility and leadership in programs and provided more resources for program implementation. At the same time, Duke respondents indicated that the community partner organization and those whom they served received a significant share of benefits of the program or initiative.

Partnerships with Student Groups. Seventeen percent of respondents with education-focused programs indicated that their program worked with an organized student group or groups of individual students. Among those associations, there were three types of partnerships: with merit scholarship programs, with co-curricular activities, and with courses. Roughly 50% of student partnerships were with co-curricular clubs and groups, ranging from programs like DukeEngage to student government organizations and professional student groups.

Education-Focused Program Partnerships with Student Groups



EDUCATION-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT LITERACY THROUGH PHOTOGRAPHY

A community-based documentary studies course and an international summer immersion program utilizing arts education to promote language and writing skills, self-reflection, creativity and critical thinking.

Department: Documentary Studies

Program Tenure: 20+ Years

Where the Program Works: Durham, N.C., and Arusha, Tanzania

Key Program Characteristics:

Annual • Children and youth literacy • Direct service
Arts education • Access, equity, and social justice

"With LTP, students learn to translate their abstract visions, interests, and feelings into visual form. Likewise, students' photographs inspire their writing. After 15 years with this program, I continue to be inspired by the insight and complexity of children's visual and written representations."

— Katie Hyde, Program Director

"This program is vital for curriculum developers and psychologists who have been trying to find the best participatory approach in teaching and learning processes. The program is most relevant in primary and secondary schools where the foundation for critical thinking and creativity are necessary cornerstones for future studies."

— Omari Mkombole, Education Officer, Tanzania

Who Served in 2013-2014:

- In Durham: 12 undergraduates, 1 graduate student, 1 Duke faculty, 6 teachers, and 130 students
- In Tanzania: 8 undergraduates, 1 Duke faculty, approximately 100 teachers, and 1,000 students



Above: Teacher training co-led by DukeEngage students in Arusha, Tanzania.

Below: Young documentarians view their work at the Center for Documentary Studies.



Partnership Profile:

- Each year, Literacy Through Photography (LTP) partners with at least one Durham Public School.
- Biennially, LTP works with Tanzanian schools in Arusha and other areas of Tanzania.

What the Program Does:

LTP is an undergraduate for-credit service-learning course and a biennial DukeEngage program in Tanzania in which participants:

- Co-teach photography and writing projects in elementary, middle and high-school classrooms.
- Tailor LTP lessons to the local curricula in all subject areas.
- Train teachers in LTP's participatory methodology.
- Introduce public-school students to documentary work as a tool to tell their own stories.
- Explore issues of creativity, and pedagogy, as well as racial, gender and class equity.
- May develop independent studies, research projects and service initiatives through DukeEngage, Documentary Studies, Student Opportunities in Leadership Program (SOL) and RIPP, etc., with guidance from Katie Hyde.

Key Outcomes in 2013-2014:

Spring 2014 Durham collaborations:

- Participants provided more than 240 service hours.
- 4 middle school projects about American literature, injustice, healthy habits, and advertising.
- 2 elementary school writing and video projects about the lives of enslaved individuals.

Summer 2014 Tanzania/DukeEngage collaborations:

- Trained approximately 100 Tanzanian teachers.
- Involved about 1,000 children in LTP classroom activities on such topics as the rights of children, English and Swahili vocabulary, states of matter and animal habitats.

Plus, three public exhibitions of work from 1,200 students in Durham, Tanzania, South Korea, and New Zealand.

Learn More About Literacy Through Photography:
<http://tinyurl.com/dukeltip>

Connections to the Curriculum. Education-focused civic engagement programs partnered with more than 50 undergraduate and graduate courses to supplement their outreach. On average, a program with connections to the curriculum, identified as a characteristic of one-third of programs, had partnerships with at three least courses. Commonly, those courses were in the departments of Education, Documentary Studies, History and Public Policy.

Partnership Profile Education-Focused Programs

Community Partnerships			
Programs with partnerships	26 83.3%		
Number of partnerships	661	Tenure of partnerships	
• Average	28	• Average	9 yrs
• Median	6	• Median	6 yrs
Community member partners	1,894	Community member volunteer hours	1,375
• Average	91	• Average	121
• Median	10	• Median	80
Student Group Partnerships			
Programs with partnerships	6 16.7%	Average number	3
Curricular Partnerships			
Programs with partnerships	12 38.7%	• Average	7
		• Median	3

Deliverables and Outcomes. Across the 31 programs, the primary deliverable of the majority (more than 70%) of education-focused civic engagement programs was a service — for example, the tutoring provided or the consulting service given. An additional 15% of programs provided a public presentation, such as a production, lecture or discussion forum.

To support these deliverables, education-focused civic engagement programs carried out a number of activities, including donating goods or service, giving grants or raising funds. About one-third of programs reported donating goods and services through activities such as:

- Making community films.
- Co-teaching arts education programming.
- Providing school and learning items to children in low-income communities.
- Serving on local nonprofit organization boards.
- Offering free legal consultations and services.

Additionally, about 60% of activities focused on funds: raising, distributing or leveraging financial resources. These activities included:

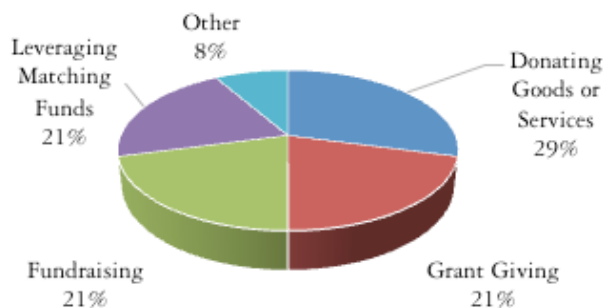
- Developing a giving circle cycle in Durham;
- Covering tuition and other education expenses; and
- Participating in matching-fund challenges with partner organizations.

Key Outcomes from Education-Focused Programs.

Education-focused civic engagement programs understood themselves to provide a number of additional outcomes focused on benefits for participants and community members that were harder to quantify. These outcomes spoke to the longer-term benefits of education-focused programs and included outcomes for Duke participants and participants from the various communities. (20)

Specifically, these outcomes included support for first-generation college students, new perspectives for (local) organizations, and mentoring opportunities for students, among others. Most frequently, respondents cited social benefits, such as participants gaining communication skills they could apply to interactions with others, while about 15% of outcomes indicated that undergraduate or graduate students emerged from programs better prepared for post-college life, for example, armed with specific professional skills or more aware of pressing issues they wanted to address in their careers and ongoing engagement. This was the case with participants in the America Reads/ America Counts (ARAC) program, where participant tutors reported that “ARAC has impacted their professional goals... because of their experience with ARAC, they are considering careers in primary, secondary, or higher education.” In some cases,

Activities of Education-Focused Civic Engagement Programs & Initiatives



(20) Outcomes were coded and organized thematically based on longer text responses provided by respondents. The code for outcomes was developed based on common keywords within the responses.

EDUCATION-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT THE DURHAM GIVING PROJECT HOUSE COURSE

An annual experiential House Course for undergraduates working in collaboration with Durham nonprofit organizations.

Department: Duke-Durham Neighborhood Partnership

Program Tenure: 12 Years

Where the Program Works: Durham, North Carolina

Key Program Characteristics:

Annual • Social enterprise/social venture • Philanthropic

"The students leave [the course] with a new sense of Duke's institutional purpose as a good neighbor and their personal connection to civic engagement. The students are called to a higher sense of citizenship as they are invited to make their community a better place with the realization that their idealism and energy make a difference when they see the nonprofit causes worthy of their time and good will."

— Sam Miglarese, Program Director

Who Served in 2013-2014:

16 undergraduates • 1 Duke faculty • 2 Duke staff

Partnership Profile:

- Partners are local nonprofit, 501(c)3 organizations working in affordable housing, education, at-risk youth, and health care.
- In 2014, seven organizations were designated as grant recipients.
- Support from 110 community members across more than 40 local organizations.



Above: A 2011 dessert fund-raiser on campus traded dollars for donuts, cookies and other sweet treats.

Below: A 2015 Durham Giving Project fund-raiser brought animals to campus for a stress-relief effort.



What the Program Does:

The Durham Giving Project House Course is an undergraduate-led academic course that aims to:

- Provide participants with a broader understanding of Durham.
- Create a giving circle to fund local grants with nonprofit organizations.
- Promote continuous engagement as undergraduates take, and then lead, the House Course.
- Encourage students to live lives of philanthropy.

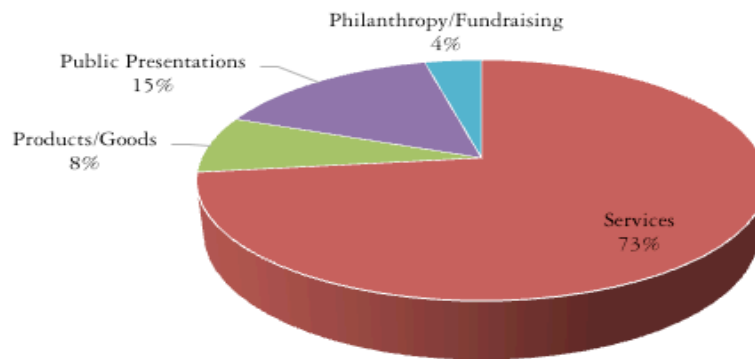
In 2014, the House Course hosted 14 course participants and two student co-instructors who met over 12 sessions. Students offered Requests for Proposals to more than 100 local Durham nonprofits and received 40 grant requests, ultimately providing seven grants to Duke-Durham organizations.

Key Outcomes in 2013-2014:

- A 12-session, student-led House Course curriculum with learning objectives that included:
 - » Learning about the Durham economy and its strengths and weaknesses.
 - » Developing a process for grant-giving and a philosophy of giving.
 - » Discussing four themes central to Durham nonprofits.
 - » Evaluating grant requests and proposals.
- Raised more than \$4,000 dollars through letter-writing, solicitation of for-profit businesses, online donations, and campus events.
- Provided seven grants, ranging from \$250 to \$750.

Learn More About The Durham Giving Project:
<http://tinyurl.com/durhamgiving>

Primary Deliverables of Education-focused Programs and Initiatives



respondents noted that participants, particularly community members, left programs more interested in learning as a result of programs and initiatives.

Additionally, reflecting a common theme among those who reported that education-focused civic engagement programs connected Duke students and other participants more closely to practical problem-solving and issues awareness, the Duke Service-Learning program reported that service-learning courses allow students to “become advocates and agents of change at Duke and in the community.” Service-learning instructors, too, reported that students see first-hand how global issues play out locally.

Research Resulting from Education-focused Programs. Another outcome of education-focused civic engagement programs has been the research produced by undergraduate and graduate student participants in programs. More than one-third of programs report that students produced research as a result of or as part of their participation in these programs and initiatives. Examples of student research include: documentary and multimedia archives, including films and photographs; community-based research projects in secondary service locations; and research papers on topics such as health and the environment.

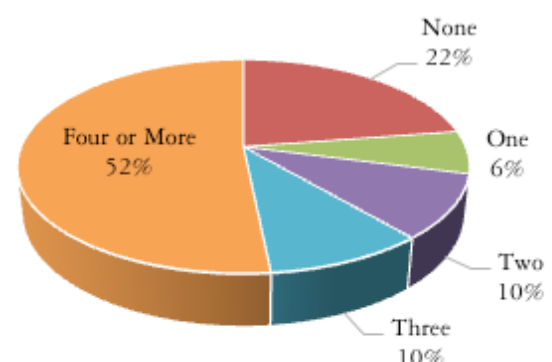
Additionally, 10% of programs report that Duke faculty and/or staff produced their own research as a result of participating in education-focused civic engagement programs. This research was produced on a variety of topics, including translational medicine.

Evaluation of Education-focused Programs. Because education-focused civic engagement programs account for more than one-third of the reported efforts in the 2013-2014 academic year, it is important to understand how they measure and evaluate their

own outcomes and successes. More than 75% of programs reported that they participated in some type of evaluation or assessment of their program’s work. Additionally, about 70% of responding programs indicated that they used more than one method of evaluation for their programs. This suggests that education-focused civic engagement programs are working diligently to understand the scope and impact of their work, not only in host communities but also among participants and service recipients.

Most commonly, education-focused civic engagement programs that reported evaluation and assessment relied on at least one of four methods: observation of program operations; surveys of partners and/or participants; talking with community members and/or clients; and tracking participation and/or quantifiable deliverables. For the nearly 10% of programs who relied on methods of assessment and evaluation other than those listed in the preceding chart, program directors analyzed other sources of information: products other than course assignments, such as individual assessments or poster displays; educational records, including grades and test scores; and outside evaluation sources.

Number of Evaluation Methods Used by Education-Focused Civic Engagement Programs



EDUCATION-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT PARTNERS FOR SUCCESS

A partnership with select service-learning education courses to support meaningful field experiences for education minors, teaching certification candidates, and undergraduates interested in service-learning, child development, and the field of education.

Department: Program in Education

Program Tenure: 15+ Years

Where the Program Works: Durham, N.C., and surrounding communities

Key Program Characteristics:

Ongoing • Curricular • Literacy
Community-based • Service-learning

"In the early 1990's an increasing number of Duke students and faculty began to have conversations about connecting what we were doing in campus classrooms with the real-world challenges facing our community. Partners for Success (PFS) grew out of these conversations about connecting the curriculum to civic engagement — thought and action, theory and practice, thinking and doing. By the mid 90s hundreds of Duke undergraduates were mentoring children in schools and community programs — PFS emerged as signature program of the Duke - Durham Partnership Initiative and paved the way for later Duke civic engagement and service-learning initiatives."

— David Malone, Associate Professor of the Practice,
Program in Education

Who Served in 2013-2014:

285 undergraduate students • 7 Duke faculty
2+ Duke staff • 13 host community partners



Above: A Partners For Success volunteer tutor with a Crest Street Tutorial Project tutee.

Below: Partners For Success hosts an end of semester celebration at Lyon Park COMMUNITY Scholars.



Partnership Profile:

PFS partnerships date back to the founding of the program in 1998 and include 7 Durham Public Schools and 6 after-school programs. PFS connects Durham teachers and programs with a sources of trained, supervised volunteer tutors.

What the Program Does:

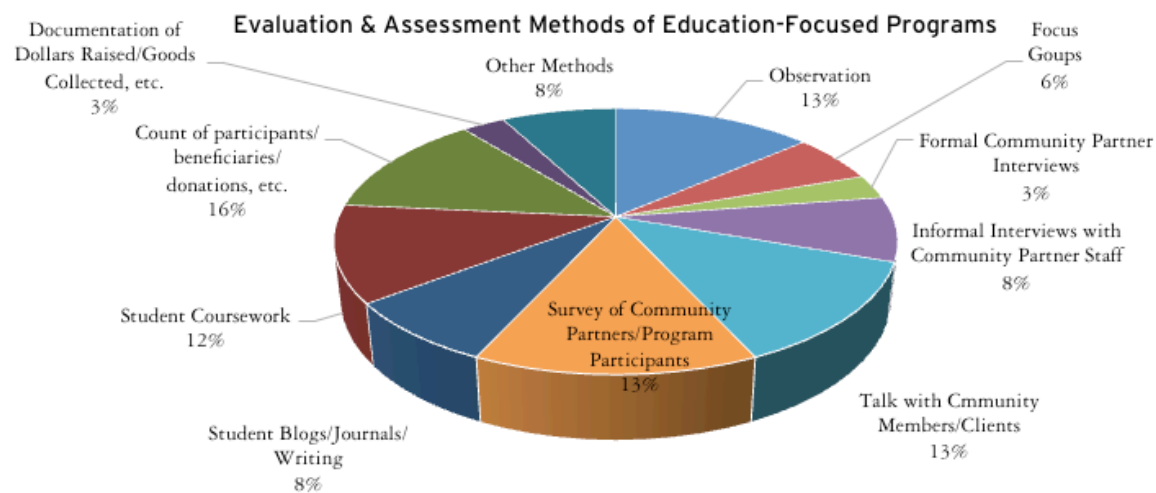
PFS began in 1998 and its major goals were to help improve teacher effectiveness and student achievement, and also to help Duke's partner schools raise their students' End-of-Grade test scores in order to meet state-mandated achievement goals. Additionally, PFS provides opportunities for Duke undergraduates to participate in and observe school and community-based learning environments. Through ongoing training (851 hours for tutors in 2013-2014), professionally developed tutoring lessons, on-site coordinators, and interactive reflection, tutors from several programs, including the Minor in Education, Elementary and Secondary Teacher Preparation Program, and the AIG Licensure Program, are able to have a more meaningful and significant impact on these students' performances, and they also benefit from a structured service-learning experience through which theories from the Duke classrooms are connected to the world of practice.

Key Outcomes in 2013-2014:

- 96% of community partners said that PFS tutors were a valuable addition to their classroom or program; developed a strong, positive relationship with students at placement site; and would recommend Partners For Success to other colleagues.
- In the 2013-2014 academic year, PFS tutors served 4,680 hours at community partner sites, which includes after school programs and various Durham Public Schools.

Learn More About the Partners for Success:

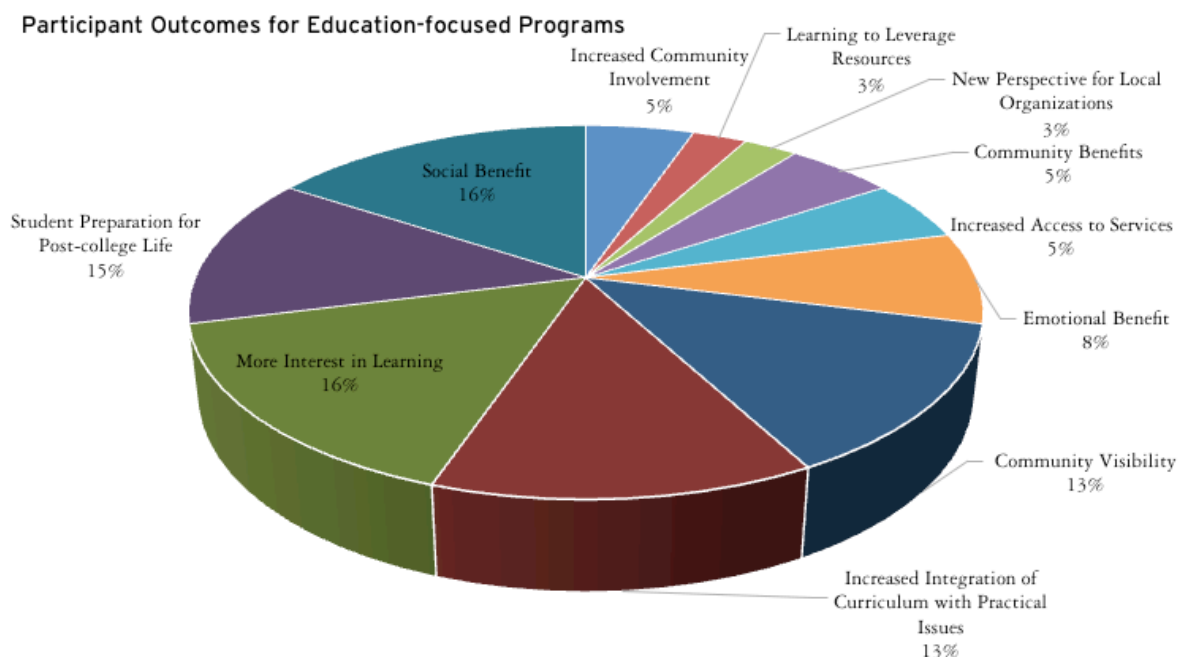
<https://sites.google.com/site/dukepartnersforsuccess/home>



For programs that did not conduct evaluation and assessment in the 2013-2014 year, respondents identified one common theme that challenged programs' ability to evaluate themselves: desired outcomes are too difficult to quantify in a meaningful way. For example, when program participants say that their general ability to do something has improved (for example, to teach a certain population of students) it can be difficult, particularly in short-term programs, to develop appropriate measures that capture pre- and post-program changes effectively. Finding ways to collaborate across programs or to share instruments or questions may help education-focused civic engagement programs.

Conclusions about Education-focused Programs. As a strong segment of the civic engagement programs at Duke University, education-focused programs have several strengths. Among these strengths are:

1. The diversity of programs within the sphere of education. Programs are not solely teaching/tutoring efforts; they address a number of key educational issues from school completion to policy and legal advocacy. In addition, the learners in these programs are diverse: University students at all levels and community members.
2. The broad range of community partners from public schools to nonprofit organizations. In addition, education-focused programs often have long-tenure partnerships, as well as consistently reoccurring programs.
3. A diversity of participant benefits and outcomes. These range from particular benefits to participants, such as new perspectives or added preparation for professional lives, to broader outcomes such as social or community benefits shared by a group of participants.



POVERTY ALLEVIATION-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT THE COMMUNITY EMPOWERMENT FUND

A student-driven 501(c)(3) that offers matched savings opportunities, financial education and assertive support to local individuals who are seeking employment, housing and financial freedom.

Partnering Department: Office of Durham & Regional Affairs

Program Tenure: 5 Years

Where the Program Works: Durham and Orange Counties, North Carolina

Key Program Characteristics:

Ongoing • Microfinance • Financial Literacy
A Duke-Chapel Hill Partnership

"As an undergraduate, I found in CEF an ethical and impactful way to walk with people experiencing housing insecurity in my local community. The model placed me in partnership with people as a volunteer 'advocate,' working together with them towards their financial, housing and employment goals. People graciously shared with me their stories and struggles, prompting me to start asking questions about the root causes of poverty and inequality. These powerful experiences led me to stay in Durham and serve on staff, to help build the organization and foster more of these mutually transformative relationships."

— Janet Xiao, CEF-Durham Program Coordinator and DARA Community Engagement Fellow

Who Served in 2013-2014:

80 Duke & 130 UNC undergraduate students; 2 Duke & 1 UNC graduate students; 3 Duke & 3 UNC faculty; 1 Duke & 1 UNC staff; 33 community partners

Partnership Profile:

The Community Empowerment Fund (CEF) collaborates with 33 partners in Durham and Orange Counties and with about 50 staff members at those organizations. Current and past



Below: A graduate of the Opportunity Classes sponsored by CEF.

Below: Work at the Durham CEF office.



partners include organizations and small businesses, such as Self-Help Credit Union, Genesis Home, Urban Ministries of Durham, Housing for New Hope, Durham Interfaith Hospitality Network, Beyu Caffè and Alliance Architecture, among others. Volunteer training happens through a service-learning House Course, *Financial Coaching Tools*. Additional partnerships come in the form of foundation grants, government grants and corporate contributions to CEF.

What the Program Does:

CEF provides support for individuals in our region transitioning out of homelessness or near-homelessness to achieve employment, housing and financial security through:

1. One-on-one support from trained student volunteers to help individuals work toward personal goals.
2. A matched savings account in which members' savings goals are matched up to 10% when goals are reached, combined with one-on-one financial coaching.

The program collaborates with University partners to facilitate research on behavioral economics, economic inequality, homelessness and ethical student engagement.

Key Outcomes in 2013-2014:

- Participants receive free financial products and services, including a 10% matched savings account, credit union membership and financial education.
- Student volunteers learn financial literacy to leverage in their own personal and professional development.
- Student volunteers gain new perspective on inequality and homelessness and develop leadership, teamwork and professional skills as a result of their roles in the program.
- Through transformative relationships, participants and student volunteers become a supportive community.

**Learn More About
The Community Empowerment Fund:**
<http://www.communityempowermentfund.org>

Poverty-alleviation Programs, Projects, and Initiatives

By the Numbers. About 20% of all civic-engagement programs and initiatives participating in the Inventory (some 15 respondents) report their work is principally aimed at poverty alleviation. The programs undertook initiatives focused on community and/or economic development, children and youth, and social enterprise, among others themes.

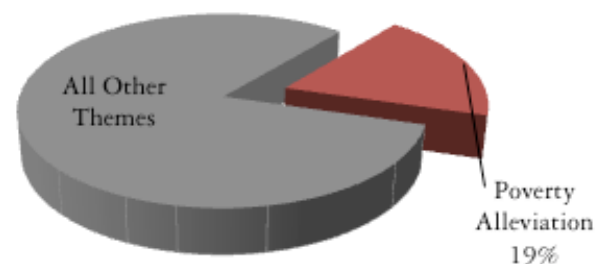
Volunteers in civically focused poverty-alleviation programs, projects, and initiatives accounted for more than 35% of all volunteers reported in the Inventory. Students — both undergraduate and graduate — made up the majority of the volunteers, with a significant number of graduate students volunteering in this area. Additionally, the hours volunteered to civic-engagement programs and initiatives account for about 65% of the hours reported for the 2013-2014 year. (21)

Campus Participation in Poverty Alleviation-focused Programs		
	No. of Volunteers	Hours Contributed
Undergraduate students	962	151,272
Graduate students	1,170	30,546
Faculty	83	111
Staff	72	653
Total	2,287	182,582

Poverty-alleviation programs had an average tenure of 10 years, with programs reporting a minimum of 1.5 years of work and a maximum of 30 years. All programs considered their work to be annual or ongoing.

(21) While these data may appear to be out of sync with given that poverty-alleviation programs make up only 20% of those reported to the inventory, the participation rates and numbers here are influenced by several factors: the substantial participation of graduate students, particular through professional schools and their initiatives such as the Duke Law Clinics, and both structured and voluntary consulting projects. Additionally many poverty-alleviation programs report regular, ongoing work, in contrast to other types of programs reported to the Inventory.

Primary Themes of Civic Engagement Programs/Initiatives



Partnerships and Partnership Structures. All 15 programs or initiatives focused on poverty alleviation worked with community partners. Programs worked with nine types of community partners with most programs working with nonprofit, 501(c)3 organizations (27% of partnerships) and/or with foundations (12% of partnerships).

The partnerships into which poverty-alleviation programs and initiatives entered are long-standing ones, averaging 7.5 years (though this is shorter than the average 2013-2014 Civic Engagement Inventory entry). Nevertheless, these partnerships resulted in more than 1,500 community members working in cooperation with programs and initiatives — relationships that leveraged about 9,100 additional hours given to those efforts beyond those contributed by Duke community members.

Poverty Alleviation-focused Program Subcategories	
Community development	20.0%
Children/youth	14.3%
Economic development	11.4%
Social enterprise or social venture	11.4%
Access and equity	8.6%
Homelessness interventions	5.7%
Hunger relief	5.7%
Legal/regulatory reform	5.7%
Microfinance	5.7%
Financial literacy	2.9%
Legal services	2.9%
Mixed goals	2.9%
Quality of life improvements	2.9%

POVERTY ALLEVIATION-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT PROJECT SHARE

Annual philanthropic gift-drive program that supports Durham families during the holiday season.

Department: Community Service Center

Program Tenure: 40+ Years

Where the Program Works: Durham, North Carolina

Key Program Characteristics:

Annual • Philanthropy • University-wide • Local impact

"Project Share has been in existence for over four decades. It is the one philanthropic program that brings the entire Duke community together for a single cause: providing holiday cheer to our neighbors in need. Opportunities for engagement range from shopping and wrapping gift items to volunteering to loading gifts on delivery day."

— Domonique Redmond, Assistant Director, Duke Community Service Center

Who Served in 2013-2014:

1 undergraduate project intern • Multiple student groups
Multiple graduate student groups • 20+ Duke faculty
30+ Duke staff

Partnership Profile:

- Project Share works in collaboration with the Volunteer Center of Durham and the Department of Social Services.
- Campus partnerships include the Duke Partnership for Service-Freshman Connect Team, among other student groups and organizations, as well as athletic teams.



Above: Donated gifts frequently include children's bikes and other toys, as well as winter clothing.

Below: Domonique Redmond and Project Share volunteers display some of the collected gift bags.



What the Program Does:

Each holiday season, Project Share provides local families in need with necessities, such as winter coats, sneakers, dishes and food items, and with gifts. Participating sponsors can donate money directly to the Project Share drive or adopt an anonymous family, providing approximately \$50 worth of new items and gifts per family member. Common gifts include children's clothing, educational toys, bikes, and sports equipment.

Sponsored families are identified and recommended by the Department of Social Services based on financial need, disability and other factors that can negatively impact the ability to have a positive holiday experience. The Department of Social Services also facilitates the delivery of gifts to families.

Key Outcomes in 2013-2014:

- Project Share is a University-wide initiative, integrating individuals and groups from the University and from the Medical Center.
- In 2013, the program sponsored a record high 396 individuals — for a financial contribution of \$19,800. Project Share consistently sponsors more individuals than their annual target.
- Project Share has become a tradition for many individuals, departments, and units on campus who regularly contribute to the effort and sponsor families.

Learn More About Project Share:

<http://csc.civic.duke.edu>

Watch a Video About the Program:

<http://tinyurl.com/projectsharevideo>

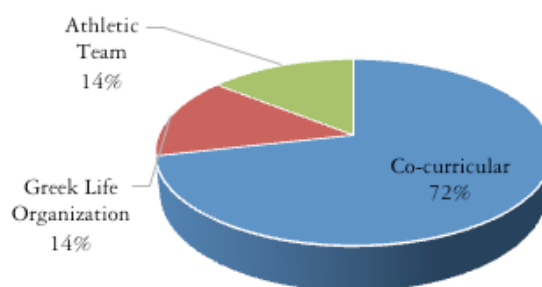
Partnership Profile Poverty Alleviation-Focused Programs

Community Partnerships			
Programs with partnerships	15 100%		
Number of partnerships	993	Tenure of partnerships	
• Average	69	• Average	7.5 yrs
• Median	15	• Median	5.5 yrs
Community member partners	1,585	Community member volunteer hours	9,104
• Average	170	• Average	951
• Median	20	• Median	1,000
Student Group Partnerships			
Programs with partnerships	5 16.7%	Average number	3
Curricular Partnerships			
Programs with partnerships	6 40%	Average number	3

Respondents largely characterized these partnerships as formal (40% of partnerships) or somewhat formal (13%). Only one program considered their partnerships to be informal. Additionally, many respondents described the partnerships as balanced in key areas — particularly agenda and goal-setting, as well as program benefits. Further, while respondents reported that, in most cases, administration of programs resided with Duke as did the provision of program resources, leadership was shared between both Duke and community participants.

Partnerships with Student Groups. Poverty alleviation-focused civic engagement programs were less likely to partner with student groups than with external community partners. A third of respondents

Poverty Alleviation-focused Program Partnerships with Student Groups

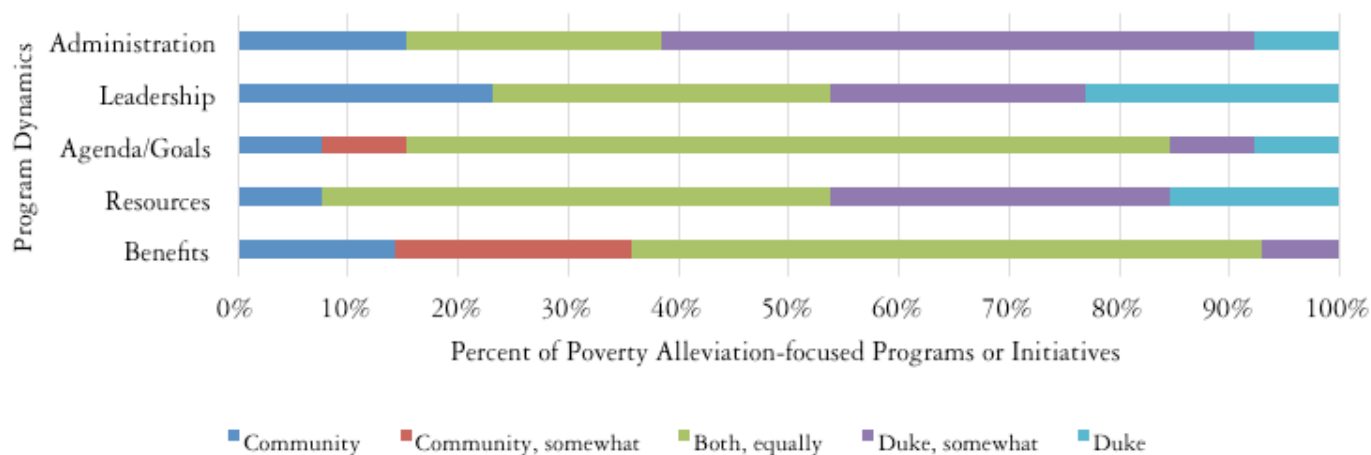


indicated that their program or initiative partnered with student groups. Unlike education-focused civic engagement programs, however, the student partnerships formed by poverty-focused programs were more narrow and constrained to students' out-of-class time: co-curricular groups, clubs and programs; Greek organizations; and athletic teams. Nearly 75% of student partnerships were with co-curricular student clubs and organizations, particularly those with a social venture or consulting focus to their work.

Connections to the Curriculum. Poverty alleviation-focused civic engagement programs indicated moderate connection to the Duke curriculum. Forty percent of programs indicated connection to an undergraduate or graduate level course, with diverse participation of schools and departments, from House Courses to specialized courses at Fuqua School of Business and the Duke Law School. While most programs were connected to a single, specific course, several programs reported partnerships with more than 10 courses.

Deliverables and Outcomes. Across the 15 reporting programs and initiatives, the primary deliverable of the majority of programs was service, often of a consulting nature. Sixty percent of poverty-alleviation

Dynamics that Characterize Partnerships



POVERTY ALLEVIATION-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT DUKE INTERDISCIPLINARY SOCIAL INNOVATORS

A student-led pro-bono consulting program that aims to build organizational capacity and introduce graduate students to interdisciplinary teamwork and problem solving.

Department: Interdisciplinary — began at the Sanford School of Public Policy

Program Tenure: 2 Years

Where the Program Works: The Triangle-area, North Carolina, and India

Key Program Characteristics:

Ongoing • Consulting services • Pro-bono
Interdisciplinary partnership

“DISI is a prime example of how something can be win-win. The community organizations that DISI partners with benefit significantly from the high-caliber work that Duke graduate students provide. The interdisciplinary groups of graduate students get an opportunity to apply what they learn in their disciplines to real-world projects while interacting with people outside of their networks.”

— Arjun Rallapalli, former DISI Co-President, current 5th year Engineering PhD candidate

Who Served in 2013-2014:

270 graduate students • 3 Duke faculty • 1 Duke staff
25 community partners

Partnership Profile:

- Duke Interdisciplinary Social Innovators (DISI) partners with a variety of organizations ranging from unincorporated or grassroots organizations to 501(c)3 nonprofits to government entities.
- The program works with 10-15 partners per semester.
- DISI liaises with community partners and other consulting-focused student organizations, including NetImpact and the Pratt MEM Consulting Club.



Above: Professor Bob Barnes leads DISI students through a session on project management.

Below: DISI students collaborate on their project.



What the Program Does:

As an interdisciplinary student organization, DISI provides pro-bono consulting services to organizations that apply to the program. Using student participant interest as a selection criteria, DISI works with 10-15 projects each semester. Groups of 5-7 graduate students from different disciplines are formed for each project. Over one semester, each consulting team will work with their partner organizations to provide an answer to a client-presented problem, such as capacity building or strategy development, or will help with a fundraising or impact-evaluation project.

Through this process, DISI aims to:

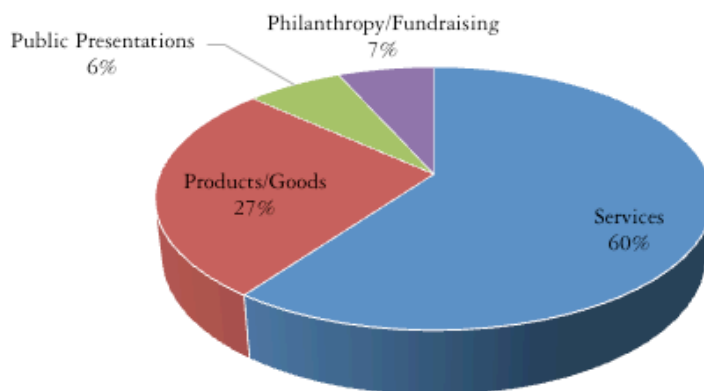
1. Help social organizations address issues that they do not have the capacity to focus on independently.
2. Provide participating student teams the opportunity to gain real-world experience working across disciplines.

Key Outcomes 2013-2014:

- Each participating partner/client organization receives an end deliverable such as a written report, organizational recommendation or other outcomes based on the needs of the partner. Some examples:
 - » A DISI team developed a strategy to raise more than \$250,000 for a local charter school for students with disabilities.
 - » Another DISI team worked with a local chapter of Kids4Peace to develop an evaluation strategy to serve the organization's mission of "promoting peace" by measuring participants' ability to address defined goals, such as resisting violence and working together, through specific activities and tools.
- DISI leadership calculates that the project teams provide more than one year of full-time staff work to each partner in order to accomplish the goals of the project.

Learn More About Duke Interdisciplinary Social Innovators:
<http://www.disiduke.org>

Primary Deliverables of Poverty Alleviation-focused Programs and Initiatives



programs provided some sort of service. Additionally, about 30% of the programs listed products or goods, including reports or research and tangible items, as their program's primary deliverable(s). This is a slight variation from education-focused programs, where nearly three-quarters of the reported deliverables were services, and less than 10% were products or goods.

To support work in these deliverable areas, poverty-focused civic engagement programs carried out five kinds of activities, from goods donation to fundraising. Nearly 50% of respondents reported that their program engaged in some sort of fundraising activity for purposes such as:

- Completing a community kitchen.
- Providing holidays gifts to families in need.
- Supporting financial literacy initiatives.

Additionally, more than 20% of programs provided goods or services through donations. For example, the Million Meals Event — held each January in partnership with Durham Technical Community College, North Carolina Central University, the Downtown Durham Rotary Club, and the Stop Hunger Now organization — uses volunteers to package shelf-stable meal kits consisting of soy, dehydrated vegetables, and rice. These prepared meal kits can then be used to combat food insecurity in developing and disaster-stricken countries.

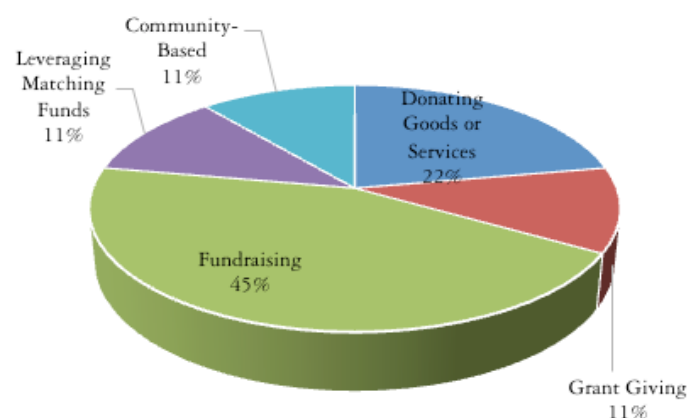
Key Outcomes from Poverty Alleviation-Focused Programs. Compared to education-focused civic engagement programs, poverty alleviation programs articulated a narrower, but no less impactful, set of outcomes for Duke and community participants. Poverty alleviation-focused civic engagement programs understood themselves to provide eight additional intangible outcomes. As with education-focused civic engagement programs, these outcomes

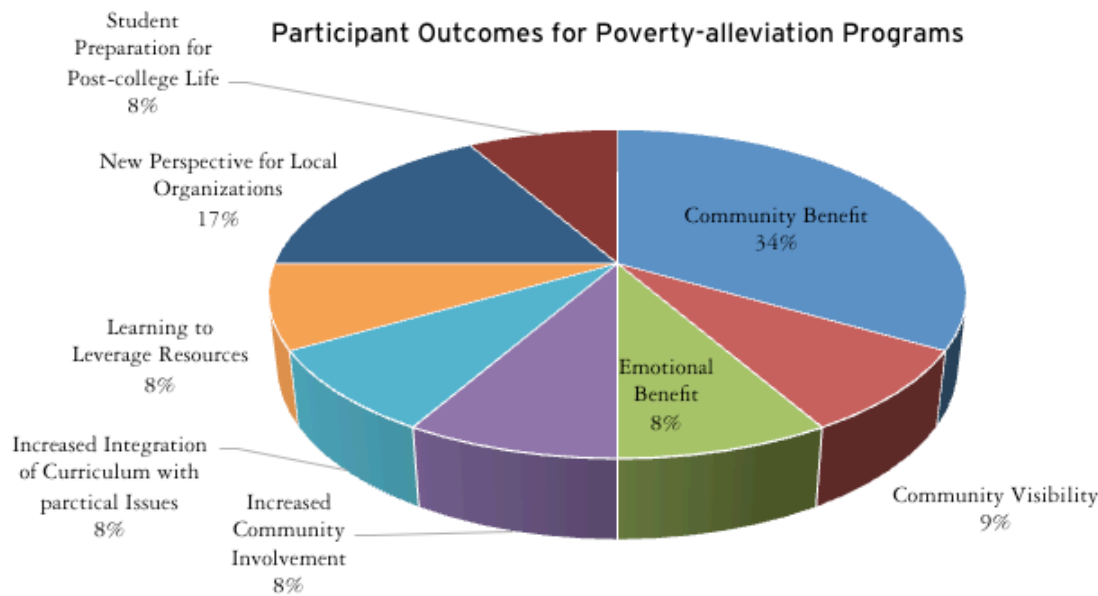
spoke to both Duke participants and community members. (22)

In addition to the benefit of the pro-bono legal service in the larger Durham community, intangible outcomes included things such as: developing financial literacy skills that could then be shared with community members; new organizational perspectives as the result of outside consultation; and experience providing legal services. Most frequently, respondents indicated that outcomes fell into the realm of community benefit — wherein the community is enhanced or positively engaged as a result of the collaboration. For example, one team working with the CASE i3 Consulting Practicum was credited with providing “an excellent market analysis and ideas for operation improvements that we will be implementing. We found the team very responsive to our needs, while also challenging us to think about alternative income generating activities we had not previously considered.”

(22) Outcomes were coded and organized thematically based on longer text responses provided by respondents. The code for outcomes as developed based on common keywords within the responses.

Activities of Poverty Alleviation-focused Civic Engagement Programs & Initiatives





This second outcome provided by the CASE i3 Consulting Practicum speaks to another common theme among respondents: new perspectives for organizations. For example, The Day in Durham, in which Fuqua students participate in a lecture and community-immersion exercise around the topic of social impact, provides business graduate students the opportunity to offer new perspectives to leaders of nonprofit and impact organizations in Durham.

Research Resulting from Poverty Alleviation-focused Programs. Poverty alleviation-focused civic engagement programs support a number of research opportunities that result from or correspond with programs and initiatives, with these opportunities concentrated in a small subset of programs with homes in courses and academic departments. About one-third of programs provided either students or faculty with research opportunities. These research opportunities spanned several themes, ranging from nutritional health, migration and resettlement, to behavioral economics and financial management

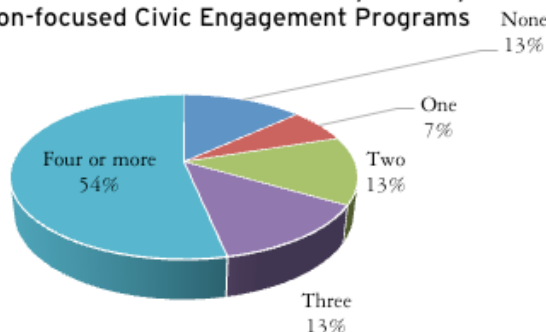
strategies. In all cases, research opportunities look to improve personal and community outcomes by reducing the barriers caused by the lack of economic and social resources that frequently accompany living in a low-resource environment.

The research opportunities offered by poverty alleviation-focused programs were evenly shared by undergraduate students (40%) and faculty members (40%), with Duke staff contributing the remaining research opportunities.

Evaluation of Poverty Alleviation-focused Programs.

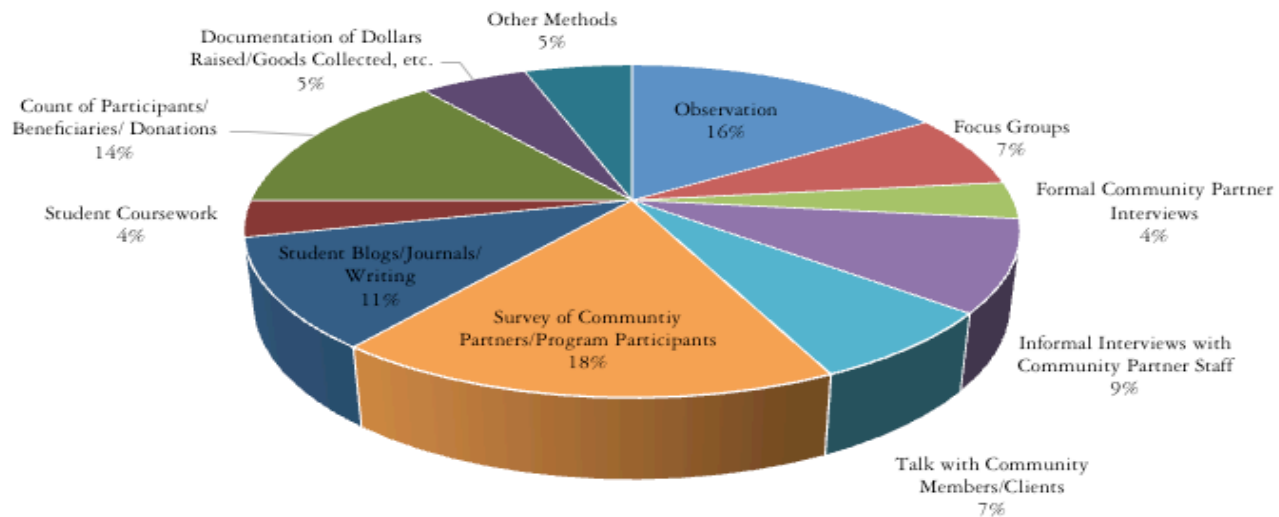
As poverty-alleviation programs account for some 60% of the service hours reported in the 2013-2014 academic year, it is important to understand how this set of programs measures and evaluates their own outcomes and successes. Nearly 90% of programs undertake some sort of evaluation or assessment of their programs' work. Additionally, 80% of programs report using more than one method of evaluation for their programs, suggesting that poverty alleviation-focused civic engagement programs are working diligently to understand the scope and impact of their work, not only in host communities but among participants and service recipients.

Number of Evaluation Methods Used by Poverty Alleviation-focused Civic Engagement Programs



Most commonly, poverty alleviation-focused civic engagement programs conducting internal evaluation and assessment reported using one or more of three primary methods: surveys of partners and/or participants; observation of program operations; and counts of participants, beneficiaries, or donations. Additionally, those programs that reported using an alternative method of evaluation and assessment

Evaluation & Assessment Methods of Poverty Alleviation-focused Programs



beyond the 10 asked about in the Inventory relied on methods such as a showcase of participant presentations, written capstone papers, or visits to partner sites.

For those programs that did not conduct evaluation and assessment in the 2013-2014 year, respondents cited a common obstacle: the inability to assess long-term outcomes of some programs and efforts that result when the (perceived) impact of programs' actions and interventions continue after a program concludes. This challenge is common of work in the civic engagement field and suggests an area of potential growth and collaboration for programs doing similar work in the community: How can the long-term outcomes of this work be documented amid program evolution, growth, and termination?

Conclusions about Poverty-alleviation Programs. As one of the most active segments of civic-engagement programs at Duke University, poverty alleviation-focused programs have several strengths. Among these strengths are:

- The ability of this set of programs to integrate graduate students. Graduate students actually participated in poverty-alleviation programs more frequently than undergraduate students. This may be the result of the number of programs that combine a focus on poverty alleviation with avenues for pre-professional experience, such as the Duke Law Clinics and several of the programs sponsored by the Fuqua School of Business.
- The ability of programs to leverage community members' time and contribution. Community members in Durham and elsewhere working in

partnership with poverty-alleviation programs provided an average of 5.75 hours of service, resulting in more than 9,100 hours of effort in addition to the more than 180,000 hours served by the Duke community. In all, poverty-alleviation programs provided more than 190,000 hours of service.

- A focus on community-centered outcomes. Many of the outcomes reported by this set of programs focused on the benefits to the community: partners, members, and clients. These outcomes provided additional knowledge or perspective, goods, services, and consultation, among other tangible and intangible items.

“The research opportunities offered by poverty alleviation-focused programs were evenly shared by undergraduate students (40%) and faculty members (40%) with Duke staff contributing the remaining research opportunities.”

ARTS & CULTURE-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT EAST DURHAM OUTREACH

An ongoing documentary project between continuing education students and East Durham communities to archive individual and organizational narratives.

Department: Center for Documentary Studies (CDS)
Program Tenure: 3 Years

Where the Program Works: East Durham neighborhoods, North Carolina

Key Program Characteristics:

Ongoing • Community-based • Cultural and historical preservation • Local

"We've partnered with neighborhood groups and community organizations in East Durham to find subjects for short student video and audio documentaries, as well as residents who might like to participate in our program. The goal is to create a three-dimensional portrait of the neighborhood, as well as to train community members so that their stories can be told in their own voices."

— Marc Maximov, Continuing Education Coordinator, CDS

Who Served in 2013-2014:

46 Summer Institute participants • 5 community partners

Partnership Profile:

- East Durham outreach partners with five local Durham organizations, representing community-based organizations, grassroots organizations and political or policy organizations.
- Past community partners include: Neighborhood Allies of Durham, Communities in Partnership and neighborhood organizations.
- About 10 community partner members worked with the program, contributing about 500 hours of service overall.



Above: A documentary still of the Blooming Garden Inn, Cleveland-Holloway neighborhood, Durham.

Below: A documentary still of a volunteer in the Angier community garden in East Durham.



What the Program Does:

The East Durham Outreach program is a documentary project connected to the Center for Documentary Studies and the continuing education Certificate in Documentary Arts. During the program, documentarians work with individuals and organizations from East Durham to collect and archive their narratives. The narratives are then distributed to the communities and to a wider audience.

As part of the program, members of the East Durham community are invited to take continuing education courses at the Center for Documentary Studies for free.

Key Outcomes in 2013-2014:

Over one summer, 46 participants in the East Durham Outreach project, as part of the Center for Documentary Studies summer institutes, produced 15 short video documentaries and eight audio documentaries, and shared those documentaries through public screenings, public access screenings and neighborhood events.

Learn More About the East Durham Outreach Project:

<http://www.cdsporch.org/archives/22456>

<http://www.cdsporch.org/archives/22551>

Arts & Culture Programs, Projects, and Initiatives

By the Numbers. Slightly more than 10% of all civic-engagement programs and initiatives participating in the Inventory (eight programs) classify their work as arts or culture based. These programs undertake work focused on arts activism and cultural preservation, among other work toward increasing community-based art, access and equity in art and art education, and youth education in the arts.

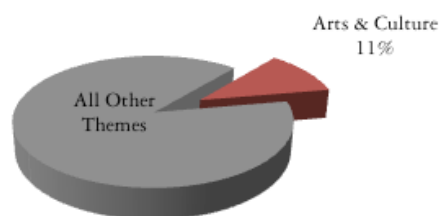
Arts and culture program volunteers provided a very focused portion of the time and talent Duke committed to civic engagement: about 4% of volunteers during the 2013-2014 academic year.

Campus Participation in Arts & Culture-focused Programs		
	No. of Volunteers	Hours Contributed
Undergraduate students	87	345
Graduate students	17	80
Faculty	65	80
Staff	60	145
Total	229	650

Arts and culture programs have an average tenure of 12 years, making them some of the longest-running civic-engagement programs participating in the Inventory. Programs reported a minimum operation of one year and a maximum of 35 years.

Arts & Culture-focused Program Subcategories	
Cultural/historical preservation	30.8%
Arts activism/critical dialogue	23.1%
Support for community-based creative works	15.4%
Access and equity	7.7%
Arts production	7.7%
Support for community-based artists	7.7%
Youth instruction in the arts	7.7%

Primary Themes of Civic Engagement Programs/ Initiatives



Partnerships and Partnership Structures. All eight arts and culture programs reported working with community partners. Programs reported working with five types of community partners: unincorporated organizations, grassroots organizations, political or policy organizations, communities, and nonprofit organizations. Arts and culture programs were mostly like to work with grassroots organizations and/or nonprofit organizations.

The partnerships into which arts and culture programs and initiatives entered are some of the most long-standing reported in the Inventory. The average arts and culture partnership has lasted almost 11 years, which is two years longer than the average civic engagement partnership reported to the Inventory. Additionally, arts and culture programs show a remarkable ability to leverage these partnerships in the communities. Community members volunteering with and in support of arts and culture programs provided an average individual contribution of nearly 900 hours, for a combined contribution of 5,165 hours, or nearly eight times the hours provided by members of the Duke community.

In contrast to education and poverty alleviation-focused programs, respondents representing arts and culture programs reported that those programs were divided between formal partnerships (40%) and somewhat or wholly informal partnerships (60%). While community partners and members were more likely to benefit from these programs and initiatives, respondents largely reported that the partnerships were balanced: community members/partners and Duke partners shared program administration and goal setting. Duke partners were somewhat more likely to provide leadership and program resources.

Partnerships with Student Groups. The arts and culture programs and initiatives participating in the Inventory did not report partnerships with student groups, unlike other thematic groups where student group partnerships were regularly reported.

ARTS & CULTURE-FOCUSED CIVIC ENGAGEMENT AT DUKE: A LOOK AT THE FORUM FOR SCHOLARS AND PUBLICS

An ongoing knowledge-sharing program that brings together the University community — students, faculty, and staff — with publics local, national and international in order to address contemporary issues in open dialogue.

Department: Interdisciplinary

Program Tenure: 1 Year

Where the Program Works: Duke University serves as the hub for activities.

Key Program Characteristics:

Ongoing • University-based • Dialogue
Knowledge-sharing

"The Forum for Scholars and Publics (FSP) creates a space for scholars to engage with non-specialists in discussions that are light on formality but rich in content. We aim to highlight the collaborative nature of research and celebrate the intense joy of scholarly knowledge exchange."

— Laurent Dubois, Ph.D., Faculty Director, FSP

Who Served in 2013-2014:

12 undergraduates • 12 graduate students • 40 Duke staff
60 Duke faculty • 6 community partners
Hundreds of event/program attendees

Partnership Profile:

Community partners change frequently, based on the topics and themes considered. Community partners are integrated into the Forum as participants (frequently recruited by faculty and graduate students organizing or supporting the Forum).



Above: Phil Klay discusses his book, *Redeployment*.

Below: FSP events draw on multi-disciplinary approaches and communities, including the arts, policy and history.



What the Program Does:

FSP creates a space where (Duke-based) scholars and various publics — local, national, and global — can interact and intersect through presentation and dialogue, ultimately creating greater exchange and understanding between the University and the broader world. The primary goals of the Forum are:

- To bring scholarly knowledge to bear on contemporary issues in open, public, live-streamed discussions and supporting materials (video, audio, and text).
- To generate energy and enthusiasm among University scholars to share their expertise through a variety of platforms — op-eds, radio, public discussion, social media, and collaborative community-based research.
- To develop on-campus partnerships, as well as community and international partnerships.
- To collaborate, in the long-term with journalists, filmmakers, international organizations, and community groups for research and outreach projects.

Key Outcomes in 2013-2014:

In the 2013-2014 year, highlights of the Forum for Scholars and Publics series included:

- A seminar in partnership with Duke Performances discussing the history of the Fisk Jubilee Singers, their campus residency and their residency at the Durham School of the Arts.
- A conversation between Yale historian Jonathan Holloway and Duke professor Mark Anthony Neal about Holloway's book *Jim Crow Wisdom* held at the Hayti Heritage Center. The event, a partnership with the Durham County Library, featured a connected web page with historical archives, films, and photos.
- The Forum held a public discussion at Intrepid Life Café with Marine Corps veteran and award-winning writer Phil Klay, reading from his book *Redeployment*. In addition to Klay, the discussion included four Durham-based veterans, including a Duke Divinity School graduate and Matt Victoriano, the owner of Intrepid Life.
- Working with the Duke Library, the Forum is curating the Radio Haiti archives. This project followed a public discussion with Radio Haiti founder, Michele Montas.

Learn More About The Forum for Scholars & Publics:
<http://www.dukefsp.org>

Partnership Profile Arts & Culture-focused Programs

Community Partnerships			
Programs with partnerships	8 100%		
Number of partnerships	63	Tenure of partnerships	
• Average	8	• Average	10.9 yrs
• Median	2	• Median	8 yrs
Community member partners	42	Community member volunteer hrs	5,165
• Average	6	• Average	860
• Median	5	• Median	300
Curricular Partnerships			
Programs with partnerships	5 62.5%	Average number	2

Connections to the Curriculum. At the same time, more than 60% of programs and initiatives reported that they were connected to the undergraduate or graduate curricula at Duke. The connections included certificate programs, including several in the Center for Documentary Studies, and courses in Documentary Studies, Visual Arts and Media Studies, and Public Policy.

Deliverables and Outcomes. It is unsurprising that, in contrast to the deliverables and outcomes reported by education and poverty alleviation programs, arts and culture programs largely reported that their deliverables and outcomes were public presentations — particularly shows or productions and forums. Seventy-five percent of programs included a public presentation as their primary deliverable.

To support these deliverables, arts and culture-focused civic engagement programs engaged in two primary activities: donating goods and services (the most common activity, reported by nearly 70% of programs) and supporting community-based enterprises.

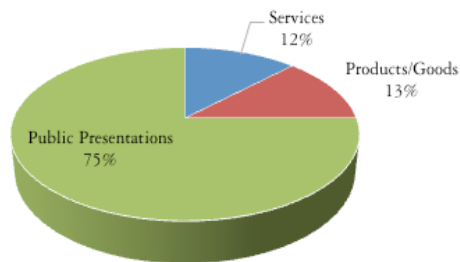
Specifically, these activities included things like:

- Providing completed documentaries to communities for use in advocacy and fundraising work.
- Offering free continuing education courses.
- Providing opportunities for organizations to recruit volunteers from the Duke community.

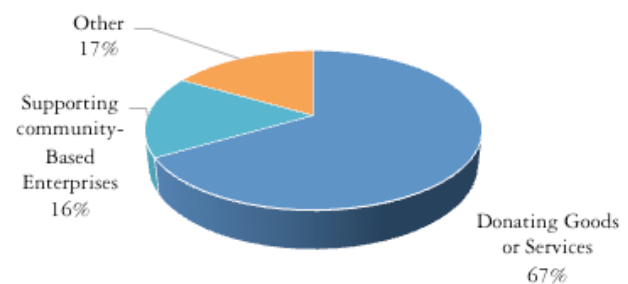
Key Outcomes from Arts & Culture-focused Programs.

Arts and culture civic-engagement programs understood themselves to provide five additional outcomes for participants — both from Duke and in the partner communities. These outcomes spoke to the more intangible outcomes of the programs.

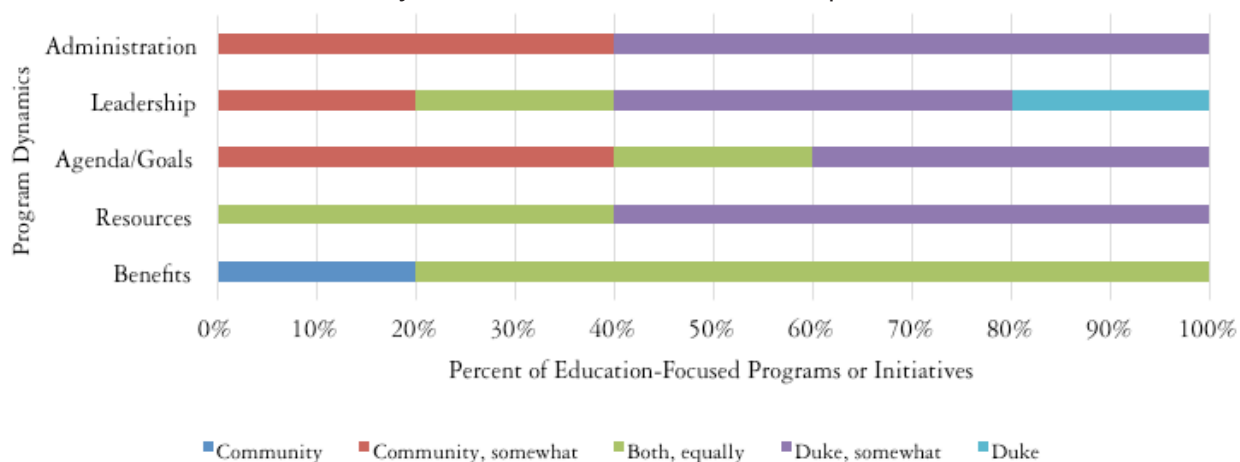
Primary Deliverables of Arts & Culture-focused Programs and Initiatives



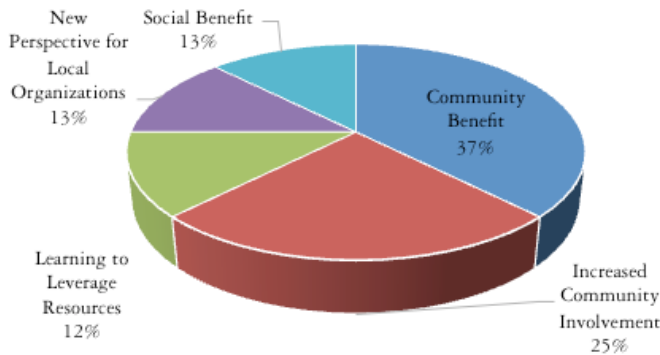
Activities of Arts & Culture-focused Civic Engagement Programs & Initiatives



Dynamics that Characterize Partnerships



Participant Outcomes for Arts & Culture-Focused Programs



Most of the reported outcomes spoke to community benefits: documentaries that assisted in advocacy initiatives to reduce teen gang participation and activity, for example. Another 25% of outcomes spoke to increased community involvement, particularly by Duke team members, for example the number of participants in the Volunteer Fair who sign up to serve at a local community partner organization.

Research Resulting from Arts & Culture-focused Programs. A quarter of the reporting arts and culture programs indicated that their program supports or provides research opportunities to participants. One example of the integration of research with arts and culture focused civic engagement is the Hine Documentary Fellows program. The program places young documentarians with child-focused humanitarian organizations in order to:

1. Document authentically the lives and experiences of women, children and adolescents, and to disseminate that documentary work to benefit these individuals and others in similar situations.
2. Give valuable field experience allowing Hine Fellows to develop new perspectives on social issues and learn from the daily experiences of individuals and communities facing adversity.
3. Strengthen the humanitarian organizations by producing documentary work that can be used for advocacy and fundraising.

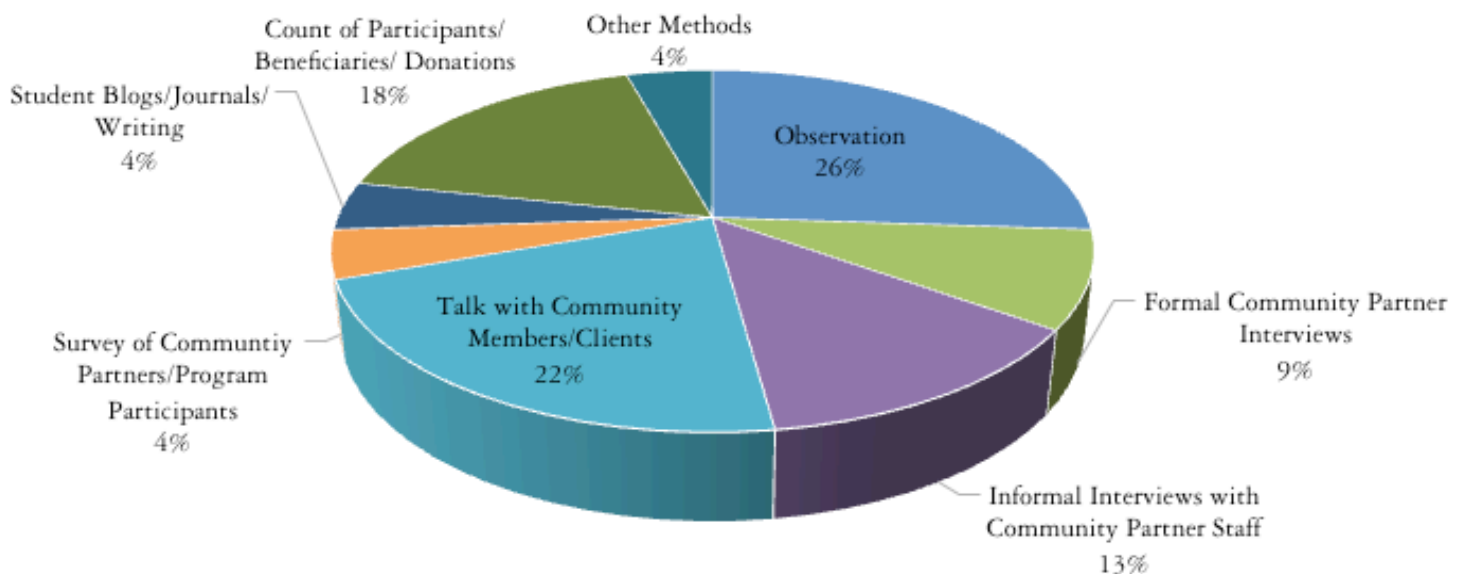
To address these goals, the Hine Fellows engaged in a year-long, community-based research and documentary project. The resulting documentary work, for example a film, photo series, and other materials, was summarized and presented for the benefit of the organization.

Other respondents indicated similar collaborations in which the research process produced specific goods or deliverables.

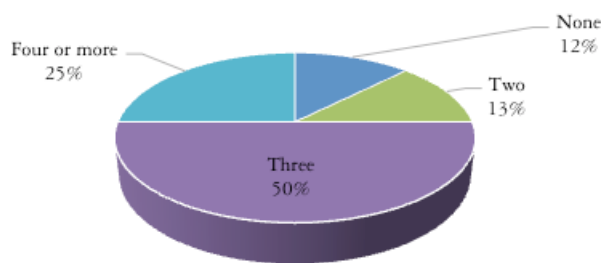
Evaluation of Arts & Culture-focused Programs.

Nearly 90% of arts and culture civic-engagement programs — some of the longest running initiatives reported to the Inventory — carried out evaluation and assessment of their work. Given the long tenure of these programs, it is important to understand how they assess and report their successes and impacts. All of the programs that reported assessment of their programs also reported that they used more than one method of evaluation.

Evaluation & Assessment Methods of Arts & Culture-focused Programs



Number of Evaluation Methods Used by Arts & Culture-focused Civic Engagement Programs



“More than 60% of arts and culture-focused programs and initiatives reported that they were connected to the undergraduate or graduate curricula at Duke.”

To complete their evaluations and assessments, most arts and culture programs relied on at least two methods: observations of program operations and dialogue with those served by programs (the community members and clients). Among the other strategies programs used to understand their impact were participant tracking and follow-up with community partners to document continuing impact.

Conclusions about Arts & Culture-focused Programs.

Arts and culture civic-engagement programs offer several strengths to the larger civic engagement landscape at Duke. Among those strengths:

- The long tenure of programs and the long tenure of program partnerships. While Duke historically has some long running civic-engagement programs, programs addressing issues of arts and culture through arts advocacy and cultural preservation were longer in tenure than the average program and had partnerships that were longer lasting than other sectors. The length of these partnerships has provided the opportunity for continuing efforts and evaluation of long-term impacts.
- The ability of these programs to leverage community members' time and contribution. Similar to programs working to address poverty alleviation, arts and culture programs make significant use of the time, talents and contributions of community partners. In the case of this set of programs, the hours of service provided by members of the Duke community amplified a commitment the community so that, in the case of these programs, the hours and efforts provided by the Duke community are only a small portion of the overall hours devoted to these initiatives.
- The public-facing program deliverables and outcomes. Almost all of the arts and culture programs and initiatives reported providing a public presentation — whether a production, show, forum or another type of media — as the primary deliverable of their work. These types of deliverables make it particularly easy for community partners and members to access outcomes and participate in their development.

Faith-based and Faith-related Programs, Projects, and Initiatives

By the Numbers. Faith-based and/or faith-related service, housed primarily in the religious life centers and campus-based ministries, accounted for about 10% of the civic engagement programs and initiatives reported to the Inventory. The programs undertake work focused on several themes associated with social justice — economic justice, poverty alleviation, and economic development, among others — but report that their work was done through the lens or perspective of religious callings and teachings.

Campus Participation in Faith-based & Faith-related Programs		
	No. of Volunteers	Hours Contributed
Undergraduate students	100	21,712
Graduate students	6	140
Faculty	0	0
Staff	4	65
Total	110	21,917

These faith-based or -related programs provided a particularly strong avenue for the civic engagement of undergraduates. Of the hours reported to the Inventory in the category of faith-based or -related service, 99% of the service hours came from undergraduate students. Overall, service in faith-based or -related programs accounted for about 8% of the hours volunteered in the 2013-2014 academic year. Thus, it is noteworthy that through faith-based or faith-related service, about 100 individual undergraduates provide almost 10% of all the service performed by members of the Duke community in the academic year.

Faith-based and faith-related programs have an average tenure of almost six years. Though this is about three years shorter than the average tenure reported to the Inventory, partnerships ranged from new efforts by Religious Life to the 30-year tenure of the PathWays program. One-third of the programs considered their work to be annual or biannual efforts, while about 56% considered their work to be ongoing. Only one program reported their service to be episodic.

Partnerships and Partnership Structures. More than 50% of the program or initiatives focused on faith-based or -related service report that their efforts are carried out in conjunction with community partners. Programs worked with seven types of community partners, most of which are religiously affiliated groups and organizations. Additional partnerships were formed with nonprofit organizations, unincorporated or grassroots organizations, governmental entities, schools, and communities.

The partnerships into which these programs and initiatives enter have persisted for an average of seven years, about two years shorter than the average partnership reported to the Inventory. These partnerships, during the 2013-2014 academic year, worked with 48 members of host communities, generating about 400 volunteer hours from their participation. In this way, the efforts of the Duke community, particularly the undergraduate volunteers, significantly amplify the ongoing work of community members.

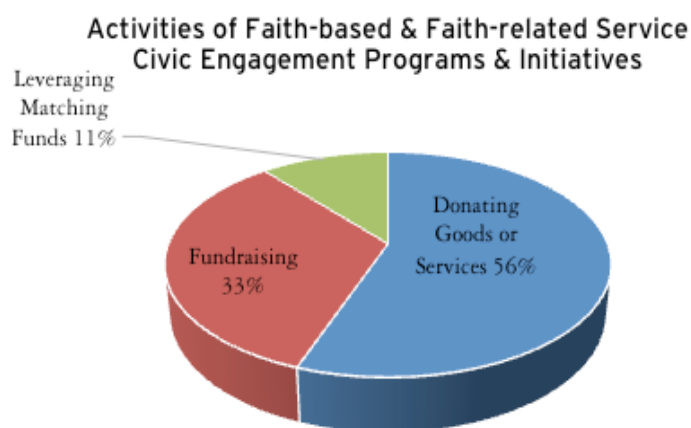
Faith-based & Faith-related Program Subcategories	
Children and youth, generally	11.4%
Literacy	11.4%
Primary school grades/completion	11.4%
High school grades/completion	9.1%
Middle school grades/completion	9.1%
Social enterprise or social venture	9.1%
Mixed goals	6.8%
Access and equity	4.5%
Documentary photography/literacy	4.5%
Legal/regulatory reform	4.5%
College preparation/access	2.3%
Early childhood/school readiness	2.3%
Education policy	2.3%
Food insecurity	2.3%
Leadership and professional development	2.3%
Program evaluation	2.3%
Teacher/educator training	2.3%
Post-secondary education/training/access/persistence/completion	2.3%

Respondents reported that the dynamics of their partnerships generally favored the Duke community. While about 60% of respondents felt communities and Duke benefited equally from the programs, and that the community took a somewhat larger role in program leadership and agenda or goal setting, administration of faith-based and faith-related programs, as well as the resources for programs generally came more from Duke.

Partnership Profile Faith-based & Faith-related Programs

Community Partnerships			
Programs with partnerships	5 55.6%		
Number of partnerships	39	Tenure of partnerships	
• Average	8	• Average	7 yrs
• Median	8	• Median	9 yrs
Community member partners	48	Community member volunteer hrs	434
• Average	10	• Average	88
• Median	10	• Median	40
Student Partnerships			
Programs with partnerships	3 33.3%	Average number	5
Curricular Partnerships			
Programs with partnerships	2 22.2%	Average number	1

Partnerships with Student Groups. One-third of the programs reported partnering with student groups to help facilitate or carry out program activities. On average, faith-based and -related programs had an average of three student group partnerships; all partnerships were with co-curricular student groups.

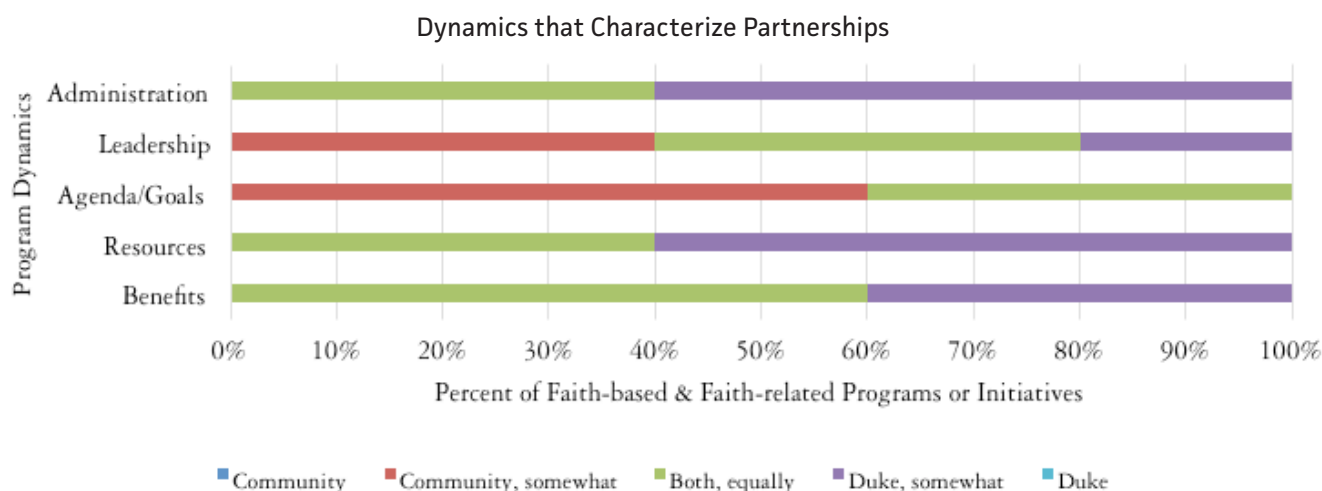


Connections to the Curriculum. Two programs (about 20%) reported that they were connected to the curriculum. In each case, the program was connected to a specific course or House Course that provided the necessary context for a particular activity. For example, PathWays Summer Interns are encouraged to participate in the course, *Ethics in an Unjust World*, in order to develop skills in listening and communications, develop relationships in the local community, and reflect on the relationship between Duke and Durham.

Deliverables and Outcomes. Across the nine participating programs and initiatives, the primary deliverable of the majority of programs was service, with 78% of programs engaging in activities such as:

- Building homes.
- Gleaning crops.
- Supporting senior citizens or mentally ill adults.

To support their service activities, programs and initiatives engaged in three activities: donating goods or services, such as food-related items for meal programs; fundraising in order to support Spring Break trip programming and service; and/or leveraging matching funds to carry out projects.



FAITH-BASED & FAITH-RELATED CIVIC ENGAGEMENT AT DUKE: A LOOK AT DUKE CHAPEL PATHWAYS FELLOWSHIP AND INTERNSHIP PROGRAM

An ongoing community-based ministry and service program for students and recent graduates that integrates participants into the lives and workings of Durham communities and organizations.

Department: Duke Chapel

Program Tenure: 10 Years

Where the Program Works: Durham, NC

Key Program Characteristics:

Ongoing • Community-based • Faith-based & ministerial
Community development • Local

"The PathWays Fellowship and Internship programs offer current students and recent graduates opportunities to know Durham and serve its residents while learning to be good neighbors. Long term working relationships between nonprofits and Duke students and graduates are a regular, even if not expected, outcome of the internships through these programs."

— Rev. Bruce Puckett, Director of Community Ministry

Who Served in 2013-2014:

10 undergraduates • 5 community partners

1 student group

Partnership Profile:

- West End and East Durham outreach partnerships with five local organizations, representing community-based organizations, grassroots organizations, and political or policy organizations.
- Past community partners include: Neighborhood Allies of Durham, Communities in Partnership, World Relief and other Durham based nonprofits.
- About 10 community partner members worked with the program, contributing about 1,200 hours of service overall.



Above: Duke Chapel PathWays Summer Interns prepare a meal at Urban Ministries of Durham.

Below: Duke Chapel Pathways Fellows talk with a community member at the PathWays House.



What the Program Does:

Offered by the Duke Chapel, the Duke Pathways Fellowship and Internship programs are two distinct, but interconnected, residential programs for students and recent graduates. Participants live at the PathWays House in the West End neighborhood and serve with Durham nonprofits and other local organizations. Through their service, participants:

- Develop deep and sustained connections to the Durham community.
- Engage with other, similarly-minded individuals.
- Explore their vocation through their work.

Key Outcomes in 2013-2014:

- Participants can opt to prepare for their experience through the course, *Ethics in an Unjust World*.
- Summer Interns and Fellows provided nearly full-time service to local community organizations for the duration of their participation in the program.
- PathWay Fellows have helped sustained important Duke-Durham partnerships; a PathWays fellow worked with the Community Empowerment Fund (see page 37) to establish the organization's Durham chapter, an office and organization that has subsequently supported volunteers from other Duke programs including DukeEngage and the Office of Durham and Regional Affairs.

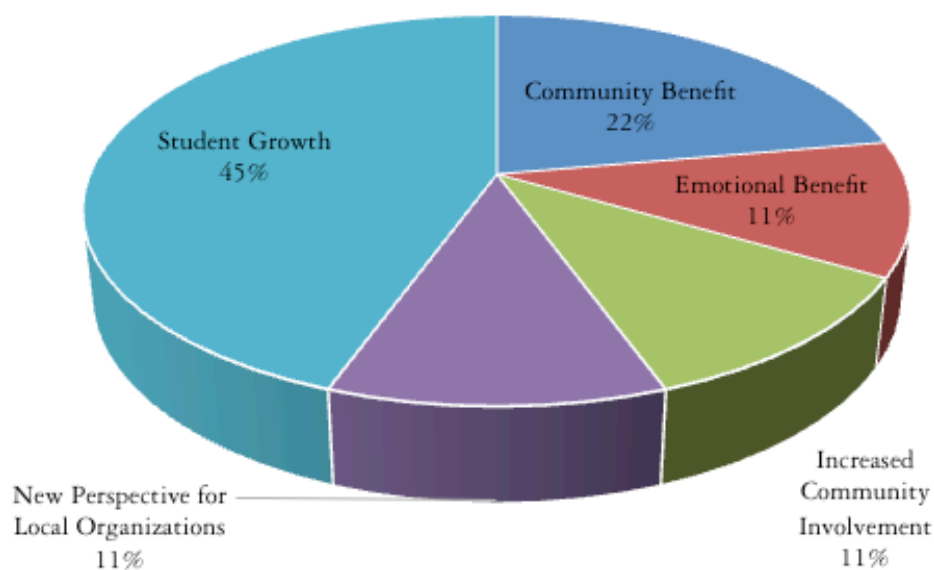
Learn More About the Duke Chapel PathWays Fellowship and Internship Program:

<http://chapel.duke.edu/community/pathways/fellows>

... and in Chapel View Magazine:

<https://chapel.duke.edu/sites/default/files/ViewsMar25c.pdf>

Participant Outcomes for Faith-based & Faith-related Programs



Key Outcomes from Faith-based and Faith-related Programs.

Compared to other categories of civic engagement, the participant outcomes reported for faith-based and faith-related programs and initiatives were more specific to the outcomes for student participants. In particular, faith-based and -related programs focused on opportunities for students to experience personal growth through their interactions with diverse and different populations, in ways that drew students closer their faith experience. Programs articulated that students also benefited emotionally from the opportunity to be of service to others; one respondent articulated this as, “Students feel a sense of accomplishment, knowing they have helped to feed the needy.”

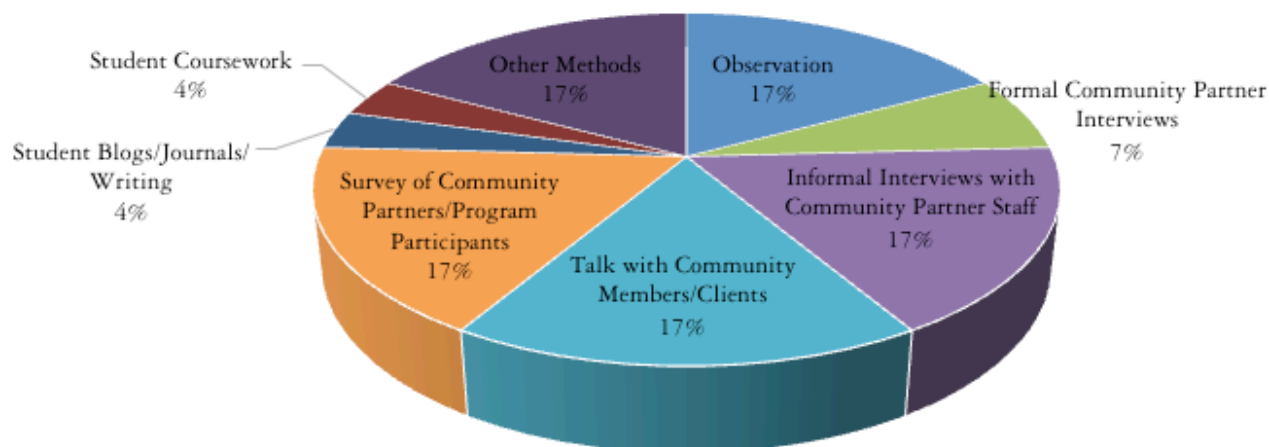
Research Resulting from Faith-based & Faith-related Programs.

The faith-based and -related programs and initiatives participating in the Inventory did not report any research that was supported by or reflective of the programs and initiatives included here.

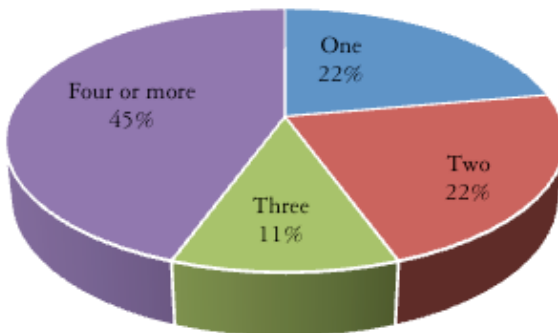
Evaluation of Faith-based and Faith-related Programs.

All of the faith-based and -related programs reported that they undertake some sort of evaluation or assessment of their program’s effort. These efforts are particularly important to understanding how such programs support learning outcomes and objectives for undergraduates.

Evaluation & Assessment Methods of Faith-based & Faith-related Programs



Number of Evaluation Methods Used by
Faith-based & Faith-related Civic
Engagement Programs



Nearly 90% of programs and initiatives reported that they used more than one method of assessment or evaluation. Most often, programs and initiatives relied on observations of program operations; informal interviews with community partner staff; interviews with community members or clients; and tracking participants, beneficiaries and/or donations. Additionally, nearly 20% of programs report using other methods of evaluation, frequently including reflection with participating students.

Conclusions about Faith-based and Faith-related Programs. As an active hub for undergraduate civic engagement on campus, faith-based and faith-related civic-engagement programs offer several strengths to the larger civic engagement landscape:

- The ability of programs to leverage undergraduate service hours. The participating programs exemplify how a small group of volunteers can facilitate a remarkable number of service hours and generate a large service impact. In the case of the programs responding to the Inventory, 100 undergraduate volunteers provided more than 20,000 service hours.
- The opportunity for programs to articulate student growth outcomes. Many of the programs participating in the Inventory can and do generate outcomes for students that suggest students grow personally or professionally. In the case of faith-based and faith-related programs, program leaders linked student development to the religious and spiritual orientation of the programs and articulated students' personal growth in the context of faith-based tenets that support ministry to those in need and to promote social justice and humility.

“Faith-based and faith-related programs focused on opportunities for students to experience personal growth through their interactions with diverse and different populations, in ways that drew students closer their faith experience.”

Civic Engagement Programs and Initiatives: Educational Practices in Our Approach

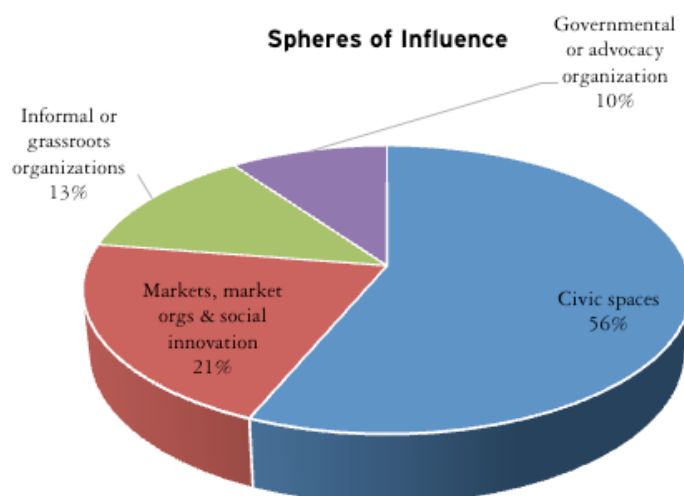
In addition to considering the civic-engagement efforts of our campus through the thematic areas in which programs and initiatives operate, it is also possible to look at the work done on our campus through the lens of the learning offered to student participants.

Civic engagement has become one of a number of experiential educational practices flourishing on Duke's campus. The environment and people beyond our Institution are increasingly seen as important and necessary co-educators in order to foster in students the call to use knowledge in the service of society. As we recognize that civically engaged individuals are those involved in and with political processes and public issues that affect one's life and community, we find that the civically engaged programs and initiatives on campus are preparing students for life-long engagement with spheres of society. Essentially, our civic engagement programs are preparing civic actors by exposing them to and engaging them with:

- Civic spaces, such as schools, nonprofits, and charitable organizations that often form the basis for individual and community civic identity.
- Markets and market organizations, as the number of for-profit or business-based enterprises working toward the social good grows, particularly those with a focus on social innovation.
- Governments and political advocacy organizations that address needs through legislative action.
- Informal or grassroots organizations that operate among, between and amidst the more formal spheres and provide points of collective action.

In the data that follows, we look at the work reported to the Inventory through the types of spheres with which programs interact in order to better understand what some of the outcomes of civic engagement participation are for the students for whom these opportunities have been created. We do this not to discount the opportunities provided to other participants, particularly those based in the community, but recognizing that we are first and foremost, an institution of higher education.

In focusing on the 71 programs that work with undergraduate or graduate students, Inventory



responses indicated that more than 55% of programs worked in civic spaces while about 20% worked in social innovation or on market-driven service. The remaining one-quarter of programs were nearly evenly split between informal or grassroots efforts and those working within the governmental sphere.

The learning that occurred within these spheres is indicative of the high impact educational practices that comprise active learning as defined by George Kuh. (23) These include, but are not limited to, common intellectual experiences, collaborative learning, community-based learning, and internships. Using the common language of respondents to the Inventory, we identified eight practices that supported student learning during their civic-engagement programs, projects, and initiatives. Many programs' descriptions, activities, and reports suggested that they engaged in more than one active learning practice; overall, the 71 programs reported 229 practices.

(23) George Kuh, *High-impact educational practices: What they are, who has access to them and why they matter* (Washington, DC: Association of American Colleges and Universities, 2008). High impact educational includes active learning practices such as common intellectual experiences, learning communities, collaborative learning, undergraduate research, diversity and global learning, community-based learning, internships, and capstone projects.

STUDENT LEARNING & SOCIAL INNOVATION: A LOOK AT CASE i3 CONSULTING PRACTICUM

An initiative of the Center for the Advancement of Social Entrepreneurship (CASE) that matches client organizations and MBA students to engage in projects focused on exploring and expanding impact investing opportunities.

Department: Center for the Advancement of Social Entrepreneurship (CASE)

Program Tenure: 3 Years

Where the Program Works: Globally

Key Program Characteristics:

Ongoing • Poverty alleviation • Client-based
Collaborative consulting • Impact investing
Entrepreneurship

"Over the past two terms I have gone from someone who didn't have the slightest idea as to what impact investing was to someone who now can't learn enough about the space. Now I can really see myself making a career in social impact and I look forward to the rest of my time at Fuqua trying to learn more about how I can put my skills to work in a career in social impact."

— Mike Ide, CASE i3 and MBA student

Who Served in 2013-2014:

25 MBA graduate students • 5 client partners
1 Duke faculty

Partnership Profile:

- Client partners vary each year and come from a variety of organizations, including international agencies, non-profits, social enterprise businesses, foundations, and investment funds.

- Past partners have included organizations such as:
 - » An education nonprofit in Mexico exploring the development of a social impact bond
 - » An incubator in Ghana exploring ways to increase deal flow and pipeline in certain sectors
 - » A food business in North Carolina looking to attract investment capital for expansion
- Partners pay an engagement fee for services, which goes towards program administration.

What the Program Does:

The CASE i3 Consulting Practicum (CASE i3CP) is a year-long, team-based consulting program for students participating in Duke's MBA program. Each of the client partners selected (an average of 5 annually) works with a team of 4-6 MBA students who:

- Research a question or challenge facing the organization
- Analyze and evaluate options for response
- Develop actionable recommendations that align with the needs of the organization.

All projects are centered on the practice of impact investing — sustainable and responsible investing that emphasizes activities from microfinance to community development finance, or that takes the form of traditional investments in areas such as renewable energy, global health, education, and international development. Impact investments seek to intentionally generate a measurable, beneficial social or environmental impact along with a financial return.

Key Outcomes in 2013-2014:

- Approximately 400 consulting and service hours are given to each project.
- Consulting projects produce measurable changes and results for clients, including alternative income sources, proposed investment scenarios, and market analysis.

Learn More About the CASE i3 Consulting Practicum:
<http://sites.duke.edu/casei3/for-students/case-i3-consulting-program/>

Right: 2014-2015 CASE i3 Staff, Fellows, and Associates.



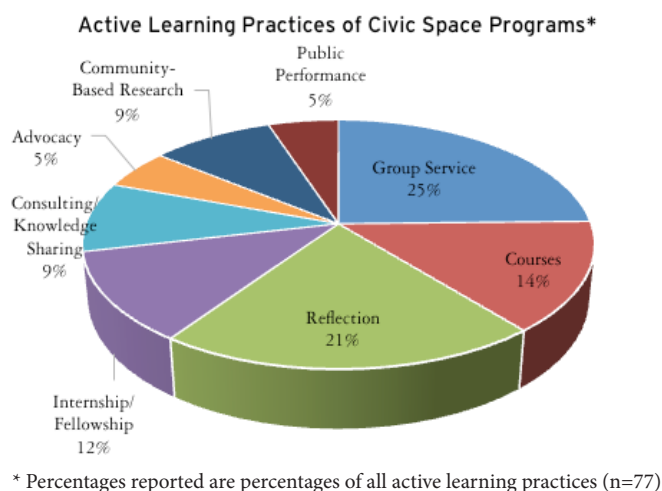
Nearly 90% of programs and initiatives reported incorporating at least one active learning practice into their work. Most programs reported using either two (25.4%) or three (28.2%) practices. Frequent combinations of practices included reflection and group service, courses and consulting, and internships and courses.

Active Learning Practices	No. of Programs Reporting	% of Programs	% of Active Learning Practices
Group Service	32	45.1%	14.0%
Courses	26	36.6%	11.4%
Reflection	24	33.8%	10.5%
Internship/fellowship	21	29.6%	9.2%
Consulting/knowledge sharing	30	28.2%	8.7%
Advocacy	17	23.9%	7.4%
Community-based research	12	16.9%	5.2%
Public performance	6	8.5%	2.6%

Student Learning and Civic Spaces

Of the programs, projects and initiatives working with undergraduate and/or graduate students, 40 (56%) operated in civic spaces, including schools and nonprofit organizations. More than 3,600 students, or about 68% of all student activity reported to the Inventory, worked in these spaces. While doing this work, students engaged in eight active learning practices, with most programs engaging in group service (47.5% of programs), courses (27.5%) and/or reflection (22.5%).

These activities — group service and reflection — in combination with other active learning practices



produced several specific learning outcomes for students. These outcomes ranged from influencing students' selection of courses, majors, and minors while studying at Duke, to developing the professional skills they would use in life after college. Most commonly, and perhaps not surprisingly given the number of issues-focused organizations (for example, nonprofits oriented to particular social issues) included in the civic spaces in which students worked, programs and initiatives reported that students who participated emerged from their programs more aware of social and contemporary issues. For example, students who work with homeless or disabled populations, by the nature of frequent and structured interactions, become stronger advocates for policies and legislation that support those individuals.

Building on this, programs also reported that students gained more inter-cultural competence as a result of navigating communities and individuals with diverse backgrounds, experiences and perspectives.

Additionally, about 15% of programs and initiatives reported that students gained professional development skills they would use in their lives and work after Duke. These included basic skills, such as research methods, but also more specific skills, such as how to implement community-based practices or exposure to professions such as teaching, nonprofit work and advocacy.



STUDENT LEARNING & INFORMAL SPACES: A LOOK AT TEAM KENAN

An initiative of the Kenan Institute of Ethics that uses the co-curricular space to engage students in ethical inquiry, using conversation, student-led programming, and reflective writing.

Department: Kenan Institute of Ethics

Program Tenure: 5 Years

Where the Program Works: Duke campus

Key Program Characteristics:

Ongoing • Co-curricular • Leadership development
Discussion-based • Human rights • Ethical inquiry

"Team Kenan provides a core of about 25 students with the resources and mentorship to grow as leaders who engage their peers at Duke. Those accepted into the program think deeply not only about a wide range of ethical issues but also about how to engage their peers in creative ways."

— Christian Ferney, Program Director, Kenan Institute for Ethics

Who Served in 2013-2014:

25 undergraduate students • 10 Duke faculty

What the Program Does:

Team Kenan is a student-organized program emphasizing the inquiry into ethical issues outside of the classroom. Team Kenan compliments curricular programming at the Kenan Institute and can serve as a gateway for students to then engage formally with ethics courses or programs. In this way, Team Kenan approaches ethics as a serious but not solemn part of the Duke education.



Above: Alex Zenner poses a series of rapid-fire questions to students during the Student Activities Fair.

Below: Dinner and a discussion with Professors Norman Wirzba and Charles Thompson and Kenan Graduate Fellow Shana Starobin on the ethics of sustainable food.



Team Kenan strives to raise awareness of and participation in ethical inquiry, and foster collaboration and leadership through students' active roles in program development. To achieve these goals, Team Kenan has worked with student groups across campus — from the Duke Partnership for Service to the Honor Council and the Duke Political Union, among others. Participation in Team Kenan can support the experiential requirement of the Ethics Certificate.

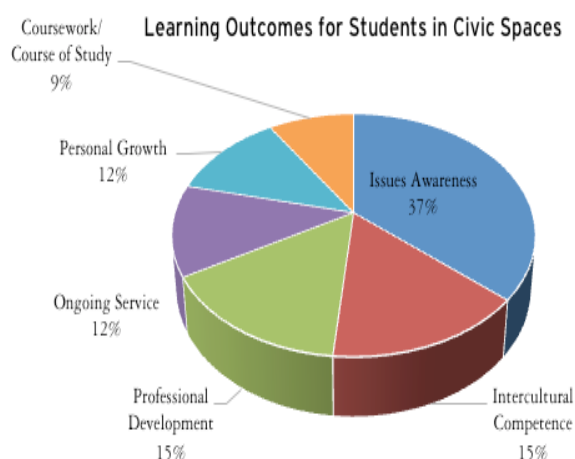
Additionally, each academic year brings new programming opportunities that reflect key social, political and culture issues drawn from current events on campus, in the community, and in the global environment. More than 550 students were reached by Team Kenan initiatives. Ethical engagement and student learning opportunities include:

- Do Lunch, informal discussions featuring ethical leaders from the outside community, to learn how ethics can be applied in communities around the world.
- TK Couch, a mobile conversation space to engage students in ethical conversation.
- TK Challenge, a student-planned and facilitated call the Duke community to "think and do" around key issues.
- An annual ethics-themed art competition and show.

Key Outcomes in 2013-2014:

- The annual magazine *Encompass*, as well as a student-written and edited ethics blog.
- Do Lunch events with professionals whose careers align with ethics, including *Redeployment* author and Iraq War veteran Phil Klay and human rights lawyer Nassef Perdomo.
- The 2013 TK Food Challenge: three student teams experienced how family food and nutrition economics are influenced by food insecurity, consumer choices, and the global food supply chain.
- hackDuke: Code for Good in which teams of engineers and coders from Duke and other universities worked over a weekend to create a product or innovation of social significance or that addressed the needs of local nonprofits.

Learn More About Team Kenan:
<http://teamkenan.org>



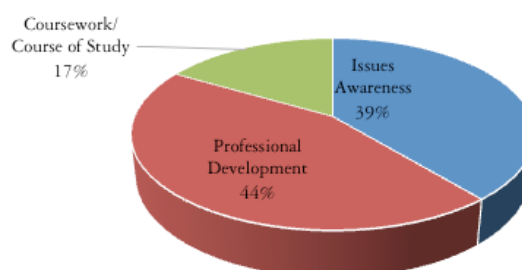
Student Learning and Social Innovation

Of the programs, projects, and initiatives working with undergraduate and/or graduate students, 15 (21%) worked in social innovation, with markets or seeking market-based solutions to civic issues ranging from environmental management to sustainable business, and policy leadership. More than 1,000 students, or about 19% of all student activity reported to the Inventory, worked in these spaces. While doing this work, students engaged in seven active learning practices, including consulting or knowledge sharing (66.7% of programs), courses (53.3%), and/or group service (46.7%). No programs working in the social innovation space used public performance, though public sharing of products and results undoubtedly figures into the work of at least some programs.

These activities — knowledge sharing, courses and group service — in combination with other active learning practices produced several specific learning outcomes for students. These outcomes were narrower in scope than those generated by students working in civic spaces — limited to three: professional

development, issues awareness, and influences on coursework or courses of study. These outcomes suggest a link between the most common activities — consulting, group service, and courses — and the most common outcome: professional development. It may be that through consulting and knowledge sharing activities, many of which involve client-student relationships, students are experiencing professional settings that impart the related skills for students to then take into their own careers. For example, students learn project management processes and how to develop client relationships, as well as field-specific skills for research, writing and presentation. In this way, student civic engagement experiences in market spaces emphasizes the connections between these experiences and real-world, practical skill development that has become a hallmark of a Duke education.

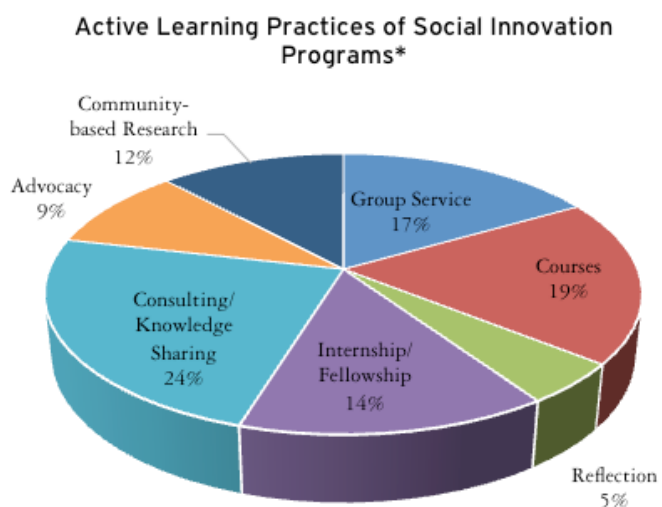
Learning Outcomes for Students in Social Innovation



Student Learning and Governmental Institutions & Political Advocacy

Of the programs, projects, and initiatives working with undergraduate and/or graduate students, seven (10%) worked within or with governmental institutions, political and policy organizations, or in primarily advocacy organizations. More than 400 students, or about 8% of all student activity reported to the Inventory, worked in these spaces. While doing this work, students engaged in six active learning practices, with most programs engaging in coursework (85.7% of programs), advocacy, and/or internships/fellowships (71.4% each). No programs working in the government and policy space used public performance or community-based research, though public sharing of products and results as well as research in community-settings likely occurs in some programs.

Again, these student outcomes demonstrate a connection between experiences that occur in professional or pre-professional settings — including in service-learning courses and internship or fellowship



* Percentages reported are percentages of all active learning practices (n=42)

STUDENT LEARNING & CIVIC SPACES: A LOOK AT SMALL TOWN USA

A program of the Center for Documentary Studies that emphasizes the importance of documenting local histories and engaging students in service-learning work with photography and video production.

Department: Center for Documentary Studies

Program Tenure: 9 Years

Where the Program Works: Orange County, N.C.

Key Program Characteristics:

Annual • Arts & culture • Public works
Cultural & historical preservation • Art production

"It is both fascinating and enlightening to view Hillsborough over time as captured in these brief documentaries. For a small town steeped in history and culture, the Small Town USA projects have a special magic."

— Tom Stevens, Mayor of Hillsborough, N.C.

Who Served in 2013-2014:

15 undergraduate students • 17 community partners
1 Duke faculty

Partnership Profile:

The program works with the town of Hillsborough, North Carolina. Over the lifetime of the partnership, more than 100 members of the community, including the mayor, Tom Stevens, and the Alliance for Historic Hillsborough have worked with or been subjects in the photographs taken by participants.



Above: At Grady Brown Elementary School, each first-grade class is nicknamed after a different animal. Meet the Jaguars. These two friends embody the experience in that class — diverse, energetic, quick to laugh and poke fun, have conflict, and good spirited in coming back together. Photo by: Silvia de Denaro Vieira.

Below: On Woodcrest Farm in Hillsborough, farm owners Allan and Christine Green and their neighbor Catherine take care of Carnation the Jersey cow who provides milk to both families. Photo by Laura Cloak.



What the Program Does:

Photography students from the Center for Documentary Studies spend the spring semester documenting small-town life in Hillsborough. Each year, student participants chose to design their semester-long project on a particular theme, such as business, people or moments, such as a town gathering or sports game.

The project has three primary goals:

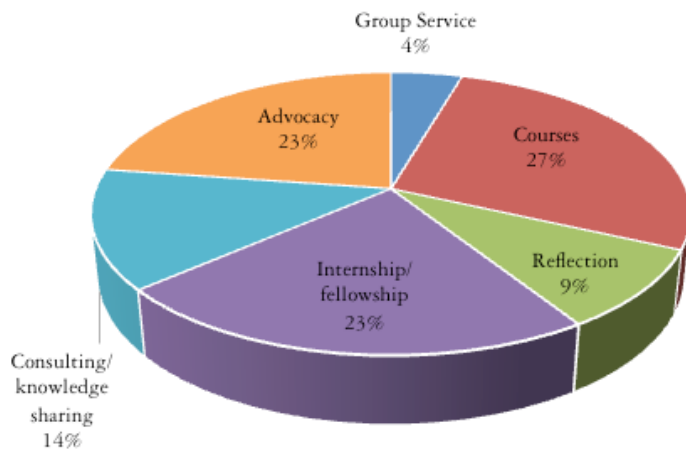
1. For the community of Hillsborough, to create an over-time documentary of the town's life and evolution and to strengthen the partnership between Duke and Hillsborough.
2. For participating students, to learn how to create a long-form documentary with narrative flow and visual impact.
3. Additionally, students are encouraged to connect and understand the community through their work.

Key Outcomes in 2013-2014:

- Each spring, students provide audio-visual projects based on their still images to the ongoing course website. Additionally, printed images are given to Hillsborough for inclusion in their historical archive. Materials are presented at Last Fridays, a public street fair and made available for online viewing both through the course website and the Historical Alliance.
- In Spring 2014, students produced 16 individual documentary works featuring a local farm, the local newspaper, and a long-standing local business, among others.

Learn More About Small Town USA:
<http://www.smalltown-usa.com>

Active Learning Practices of Government/Policy Programs*



* Percentages reported are percentages of all active learning practices (n=22)

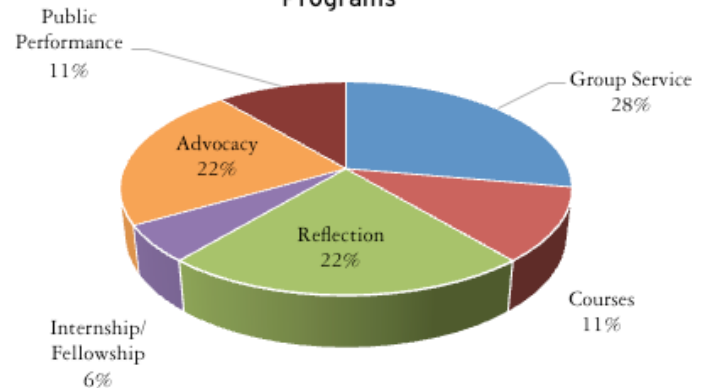
experiences — and the opportunity for students to gain relevant professional skills. Additionally, for students working in and around policies, and frequently advocating for or against policies and practices, there is a strong connection to student outcomes related to issues awareness; students are emerging from programs with a better sense of how they would address or confront particular social policies or challenges. In combination with the professional development outcomes experienced by students, and the implications of program participation for students' further study, participation in government and political advocacy programs demonstrates a strong connection to students' post-college activities and perspectives.

Student Learning and Informal & Community-based Organizations

Of the programs, projects and initiatives working with undergraduate and/or graduate students, nine (13%) worked with informal or community-based organizations or in informal relationships

with grassroots organizations. Nearly 300 students, or about 5% of all student activity reported to the Inventory, worked in these spaces. While doing this work, students engaged in six active learning practices — with most programs engaging in group service (55.6% of programs) and/or reflection (44.4%). No programs working in the informal and grassroots space used community-based research or a consulting/knowledge sharing model, though research in community-settings likely occurs in some programs.

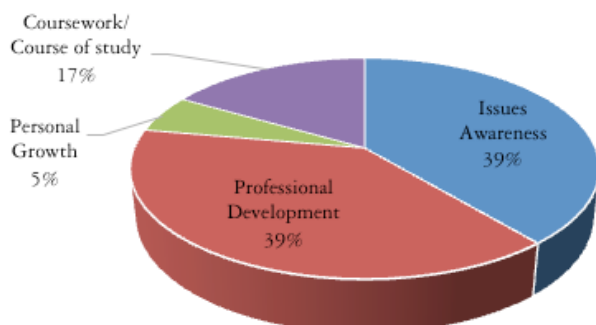
Active Learning Practices of Informal/Grassroots Programs*



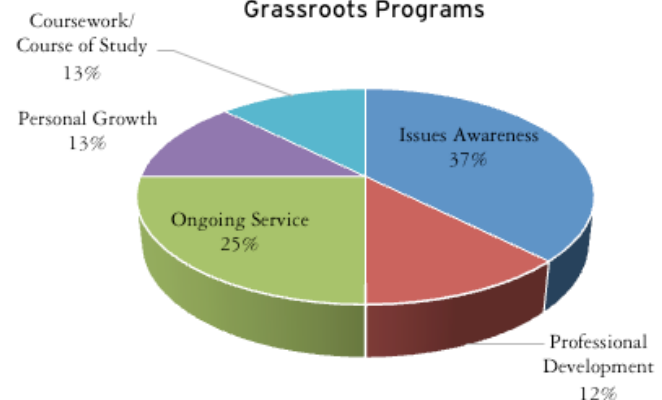
* Percentages reported are percentages of all active learning practices (n=18)

One unique outcome of students' engagement in informal and grassroots organizations appears to be an inspiration to ongoing service — either through continued service with a program or initiative or by continuing to engage with the issues to which they were exposed during the program or initiative. One-quarter of the programs or initiatives working in the informal or grassroots organizations found their student participants developed plans or goals for their ongoing service. There is also some indication that students continued their service within the issue areas they encountered during programs or projects.

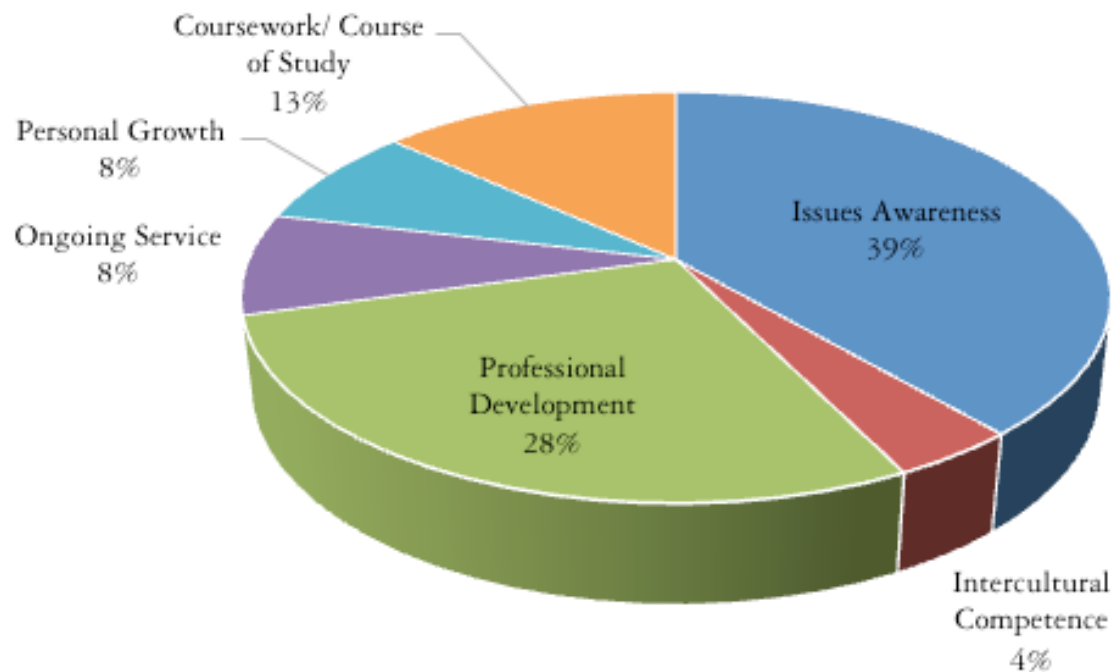
Learning Outcomes for Students in Government/Policy Programs



Learning Outcomes for Students in Informal/Grassroots Programs



Student Learning Outcomes in Civic Engagement Programs



Student Learning and Societal Spaces: Conclusions from the Data

If the goal of civic engagement programs, projects and initiatives on our campus is to expose students not only to the issues and processes of active citizenship, but also to provide avenues through which students can begin to engage in those processes and study those issues, the data reported to this Inventory suggests that the civic engagement efforts on our campus are yielding many positive results for student participants and their development as civic actors.

Across all spheres and active learning practices in which Duke students are engaged, students' experiences impacted their awareness of a number of social issues, ranging from poverty and education to environment and responsible business practices. Additionally, as a result of the experiential-learning constructs of civic-engagement programs, students are developing a better, more nuanced, or more informed sense of their post-college and professional lives, developing the tools they will need to live the goal of knowledge in the service of society.

“Across all spheres and active learning practices in which Duke students are engaged, students’ experiences impacted their awareness of a number of social issues, ranging from poverty and education to environment and responsible business practices.”

The Future of Civic Engagement at Duke

Civic engagement plays an important role in expanding educational, research and professional development opportunities on our campus. The programs and initiatives are valuable to the organizations and communities with whom they partner, whether through capacity expansion, goods/service delivery or relationship development. As our campus looks to a new period of leadership and strategic and curricular planning, civic engagement will play roles in the academic and co-curricular experiences of members of our campus community.

Future Paths for Civically Engaged Learning

In particular, as a campus that places great value in the role of engaged learning and in experiential education as way to become engaged with and through the learning process, the programs previously featured here and others like them will form the backbone of a growing sector of our campus. We see the future of civic engagement as one that includes much growth in exciting and important areas. In particular, the following civic-engagement segments hold great promise and potential for our campus.

New Networks and Initiatives

The Role of Experiential Certificates. Beyond academically connected experiences and an evolving role for community-based research, our campus now offers students a way to integrate engaged learning and civic engagement projects into their formal degree pathway through the creation of a number of new, “version 2” certificate programs by academic departments that combine required and elective coursework with two thematically related experiential learning activities: one of at least 150 hours and one of at least 300 hours. The goal of these certificates is to “encourage students to creatively approach their full four-year experience at Duke” and to better understand the value of combining classroom-based learning with real-world application and exploration. A new experiential certificate in Civic Engagement and Social Change has launched this academic year (2015-2016), adding to a number of opportunities available to undergraduates and continuing the University’s focus on interdisciplinary experiences that draw from

both the curriculum and the co-curriculum.

The development of experiential certificates in more areas provides a unique opportunity for Duke: to expand the integration of civic opportunities with academic foundations, courses and culminating activities in a more formal, yet adaptable, structure. These new certificate programs can be adapted to meet the needs of various programs and disciplines by the design and selection of courses and through the development of experiential activities that align with learning objectives, pedagogies and needs of the field.

The Growth of Innovation and Entrepreneurship.

The development in fall 2014 of the experiential Certificate in Innovation and Entrepreneurship is one of example of the growing role social innovation, social entrepreneurship and enterprise are playing in the strengthening of civic engagement and engaged learning on campus. As a program, the mission of Duke Innovation and Entrepreneurship looks to pair entrepreneurial spirit with innovations that use market-based approaches to address society’s most pressing problems. This is accomplished through a three-part strategy:

- Education, notably the development of theoretical and practical knowledge that enhances perspectives and engages with both the campus and global community.
- Research in the living laboratory that examines actors as individuals, institutions and ecosystems.
- Translation, the opportunity for innovators and entrepreneurs to bring their process to practice, understanding the real impacts of innovations on real lives.

This strategy is implemented through a number of programs available to the campus community, from the ChangeWorks social innovation competition and the Innovation Co-Lab to the DukeEngage Detroit program. Additionally, innovation and entrepreneurship provide an example of how practices and approaches can be integrated beyond a single school or department; though much of the activity of Duke Innovation and Entrepreneurship can be reasonably housed in the Fuqua School of Business, there are also opportunities in the Duke’s other schools, in campus housing through TheCube, and through partnership with the American Underground

FUTURE CIVIC ENGAGEMENT: COMMUNITY-BASED RESEARCH & PROFESSOR CHARLES PIOT

A look at the practice of community-based research through academic study and immersive engagement.

Department: Cultural Anthropology and African & African-American Studies

Duke Tenure: 20 Years

Communities of Research: Farendé and Kuwdé, Togo

Key Research Characteristics:

Ongoing • Curricular • Political economy
Transnationalism • African diaspora • Popular culture

“Student development initiatives in remote communities depend on generating an understanding of local need and practice. Developing an attitude of humility towards the local – assuming that local knowledge and expertise usually trump outsider knowledge – is often the secret to success.”

— Dr. Charles Piot, Professor of Cultural Anthropology

Community-Based Research Profile:

Professor Piot has worked in West African communities since the mid-1980s, focusing his research on the culture and politics of the Kabre people of Togo. Twice a year, he conducts fieldwork in northern rural villages in order to better understand factors that influence youth migration and the resulting economic and social impacts on the communities from which youth depart.

This work, and the ability to better understand and address the root causes of migration, has led Professor Piot to integrate the voices, assessments and experiences of community members into his research, understanding that in order to establish practices that will encourage youth to remain in their home villages, the experiences of the youth who have left for work and returned must not only



Above: Dr. Piot leads a student reflection session while working in Togo.

Below: Dr. Piot, DukeEngage students, and language instructor Jesper Karma conduct a community interview in Kuwdé, asking young men about their work as migrants in Nigeria.



be recorded and reported but integrated into the solutions adopted by the community.

Professor Piot regularly integrates undergraduate and graduate students into his work and research, providing a community-based research education to a new generation of researchers and anthropologists. For example, during participation in the DukeEngage Togo program, students are asked to engage with migrating youth and to implement projects that will provide jobs and economic support without requiring cross-border movement. In order to be effective practitioners, students spend the spring semester before the project doing an independent study, learning about the history and culture of their partner community. They begin to develop an academic grounding and professional understanding of their specific projects. Examples of community-driven projects that have resulted from research on the needs and goals of the community include:

- Building a community internet café and providing computer literacy classes;
- Training young vegetable farmers and providing additional support materials; and
- Establishing a microfinance program for teen entrepreneurs in the community.

In addition to embracing community-based research practices, Professor Piot demonstrates his ongoing commitment to the communities with which he works by living as an active member of the community and donating book royalties to community development projects. Duke Press will soon feature the work of Professor Piot and nine undergraduate students in a new book, *Doing Development in West Africa: A Primer for Undergraduates*. The book will emphasize the relationship between research and community development in and around student initiatives.

Learn More About Professor Piot:
<https://gradschool.duke.edu/about/news/2012-dean%E2%80%99s-award-charles-piot>

<http://dukemagazine.duke.edu/article/planet-duke-togo-where-no-one-has-gone>

in Downtown Durham. In this way, the engagement of Duke Innovation and Entrepreneurship represents a successful interaction of academic curriculum, co-curricular programs and research opportunities.

Evolving Pedagogies and Practices

Fieldwork. Officially beginning in 2013, the co-major in Global Health is one example of the growth not only of civically engaged learning, but also of opportunities by which students, as learners, seek out communities globally to be co-educators. The emphasis of the global health major on each graduate completing an experiential component — whether through a formally organized opportunity such as the Student Research Training program (see profile page 21) or DukeEngage (see profile page 12) or by designing their own projects and integrating their own interests with that of community partners — is one example of this growing educational philosophy on campus. The practice of embedding fieldwork into formal courses of study on campus reflects the importance of engagement as a pedagogy, as well as the recognition that there is much students can learn from off-campus partners.

Community-Based Research. At the same time, the growth of fieldwork opportunities for students, not only through Global Health but also through programs such as Bass Connections, also suggests a growing role for community-based research practices (defined as research practices that are collaborative, purposeful and change-oriented and that actively involve members of a community in ways other than purely serving as research subjects). Already, we see community-based and engaged research playing a formal role in a number of service-learning courses, from those that engage in health issues to those addressing poverty. There are obvious benefits to this type of scholarship.

For example, under community-based research models, faculty, students and partners all benefit. Faculty engaged in community-based research have opportunities for long-term engagement and development, some of which may introduce new ideas or methods into disciplines. Students engage with material on a deeper and more permanent level, as they draw personal connections between their efforts and the outcomes produced through projects. And finally, community partners find opportunities to expand networks and collaborative relationships, as well as to address immediate needs and long-term goals. (24)

The work of Duke cultural anthropology professor Charles Piot provides one example of the long history and great value of community-based research for the University and our partners (see profile page 65).

New and Evolving Programs

Academics. One example of growing academic civic engagement, as well as growing opportunity for engaged learning, is the Bass Connections program. During the 2013-2014 reporting period, Bass Connections was a new program, having begun programming in Fall 2013. At present, Bass Connections provides opportunities for undergraduate, graduate and professional students to engage with five themes — Brain & Society; Information, Society & Culture; Global Health; Education & Human Development; and Energy — through courses, workshops and co-curricular programming.

Project teams bring together the various knowledge and learning goals of participants. For example, faculty provide project leadership that results from their knowledge in their discipline, past research and current practices. Graduate students use the opportunity to work with concrete problems and projects to examine connections between traditional disciplines and professions, and undergraduate students examine contemporary social challenges as a way to better understand their disciplinary major.

Ahead of the 2015-2016 academic year, Bass Connections offers the University community nearly 50 projects across its five themes, involving more than 300 participants. (More information about Bass Connections can be found in the profile on page 68.) As Bass Connections continues to grow and expand its project teams, the civic-engagement community will benefit from the diversity of opportunities presented, the integration of engagement with research and scholarship, and the opportunity to expand University partnerships.

Research. New opportunities in research, both within Duke and with external community partners, may take the form of the Education and Human Development Incubator (EHDI), housed at the Social Science Research Institute. EHDI began in 2014 as a collaborative for research and innovation around the issues of children, youth and learning, with an emphasis on improving lives and engaging internal and external stakeholders, from teachers and educators to policymakers.

(24) “The Benefits of Community-based Learning and Research,” The University System of the District of Columbia, Office of Community-based Learning, Research and Service, http://www.udc.edu/docs/Benefits_of_CbLR_Handout.pdf

Through its work, EHDi not only engages with larger communities by sharing data, practices and research, but also looks to contribute to the learning and understanding of the field by providing online training and educational modules for external use and review. Additionally, EHDi emphasizes the evaluation of data and research, in order to better inform participants and the professional community about what is learned. (More information about EHDi can be found in the profile on page 710.) The EHDi model suggests an important avenue for ongoing and future engagement: leveraging the skills and resources of the University as a research institution to supplement and support larger field goals and needs.

Co-curriculum. Looking ahead to the opportunities for co-curricular growth in civic engagement, two new initiatives suggest larger themes for future work. Each program provides a unique opportunity to the campus community through its thematic orientation and potential participant pool.

Beginning in academic year 2014, the Duke College Advising Corps (CAC), the University chapter of the national program currently based in Chapel Hill, is a new post-graduate fellowship opportunity for Duke undergraduates. Working with high school partners in rural and urban North Carolina, recent graduates serve as near-peer advisers promoting college access and enrollment in a model that emphasizes appropriate school selection (using academic achievement, goals and financial need) and the importance of high schools developing a college-going culture on campus. The Duke CAC program began work with partner schools in Fall 2014, placing seven advisers. At present, the program has grown to include 16 advisers and partners.

Duke CAC provides one example of how our University might grow the co-curricular programming available to students – with the expansion of long-term, civically engaged professional opportunities that not only reflect the values of a Duke education but also grow the Duke community; advisers are Duke employees working in partner communities, returning to campus not only for training and professional development but also to promote the work of the program. Additionally, the University benefits from expanded interest among high school students in the educational opportunities afforded to them at this institution.

Alternatively, growth in co-curricular programming can look to under-served student populations. One such opportunity in the upcoming academic year (2015–2016) is the Rubenstein-Bing Student-Athlete Civic Engagement (ACE) program. Through a collaboration

with Stanford University, this new program will provide three-week, global immersive service opportunities to varsity-level athletes. The goal of the program is to provide athletes the opportunity to explore civic engagement and volunteer work in a manner that meets their unique needs — limited time away from training routines and athletic facilities — and in thematic associations that reflects athletes' skills and interests in programs that promote sport and exercise, health-focused education and outreach, or in marketing and development, for example.

The Rubenstein-Bing program is an example of how our campus can respond to the wants of students — in this case to participate in programs like Study Away and DukeEngage — with the development of programs that reflect Institutional values, as the program will provide training, reflection and reentry opportunities in addition to the summer experiential programming.

Future Directions for Civic Engagement: What Practitioners Say

Continued growth of civic engagement and civically engaged learning won't be limited to these five areas. There are additional opportunities for our campus to more clearly and deliberately promote civic engagement as part of our learning environment and as a hallmark of the Duke educational experiences. According to respondents to the Inventory, the opportunities for growth on our campus are diverse — ranging from specific steps that could indicate need for new programs, such as the development of a larger, health-focused program, to expanded opportunities for student pre-service training and continual reflection.

More importantly, though, respondents suggest that the largest area of growth for our campus is not with specific programs or initiatives but through efforts to better understand and integrate the good works already being done. Forty percent of respondents suggested that the campus would benefit from increased campus coordination, a larger organizational framework and/or more formal University collaboration when it comes to the practice and promotion of civic engagement.

We see evidence of this as a growing movement on our campus. We know that programs often feed into and support one another. For example, a service-learning course might serve as a gateway to a DukeEngage summer, while a DukeEngage summer may in turn inspires participation in a Bass Connections theme

FUTURE CIVIC ENGAGEMENT: A LOOK AT BASS CONNECTIONS

Bass Connections is a university-wide initiative bringing faculty, undergraduates and graduate students together to tackle complex societal challenges with real-world impact.

Program Tenure: 1 year (most project teams last for one year)

Where the Program Works: Campus-based, with global and national partners

Key Program Characteristics:

Ongoing • Collaborative • Interdisciplinary •
Research • Mentoring • Team-based

"I can't say enough about how valuable interdisciplinary work is. Large problems are not solvable by one approach alone, so the problem-based interdisciplinary research that is the foundation of Bass Connections really hits it on the head."

— Student participant

Who Served in 2013-2014:

200 undergraduate students • 50 graduate students
150 Duke faculty • 7 student groups

What the Program Does:

Launched by a \$50 million gift from Anne T. and Robert M. Bass, Bass Connections reflects Duke's culture of collaboration, entrepreneurial spirit and past experiences applying classroom learning to pressing global problems, creating a new model for education. Project teams connect students and faculty throughout campus to tackle compelling challenges, experiencing complex global, societal problems in their real-world form, the value of integrating areas of specialized knowledge and the imperative of teamwork to forge solutions to the most pressing problems of the day.



Above: A Bass Connections in Brain & Society project team tours a laboratory.

Below: A Bass Connections in Global Health project team works in the Peruvian Amazon.



The goal of Bass Connections is to elevate the importance of using a team-based or teamwork-driven approach to address societal and cultural challenges by:

- Engaging faculty and undergraduate, professional and graduate students in teamwork.
- Integrating disciplinary approaches and professional practices in addressing those challenges.
- Applying knowledge, research and skills in real-world, problem-solving contexts.

Faculty, undergraduates, and graduate and professional students work in project teams across five themes: Brain & Society; Information, Society & Culture; Global Health; Education & Human Development; and Energy. Bass Connections project teams are connected to the undergraduate and graduate curricula through courses (including at least five gateway courses) and a network of research opportunities that arise from the project themes.

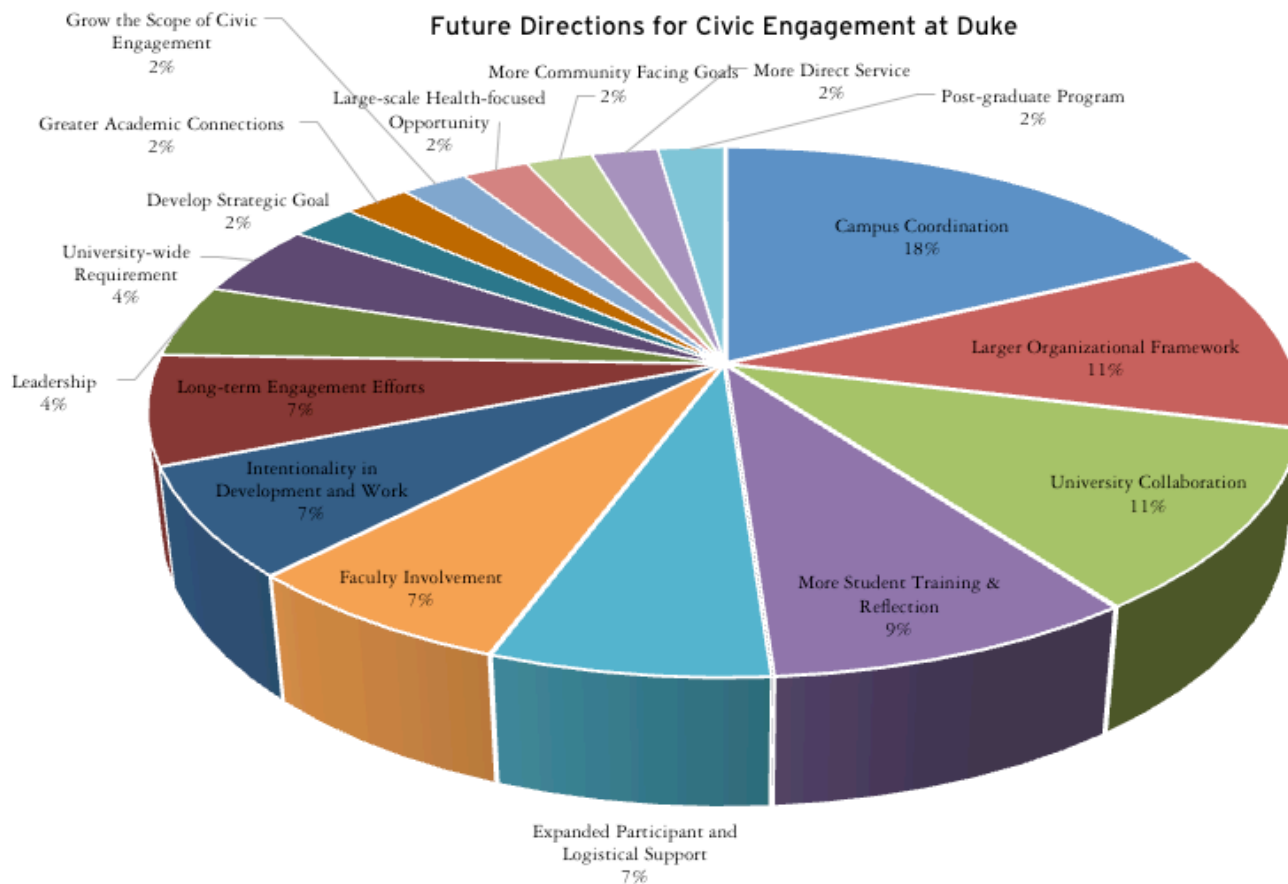
Partnership Profile:

Project teams work with campus, community and global partners. At least seven Duke student groups — ranging from governmental bodies to clubs — work with Bass Connections on specific teams and initiatives.

Key Outcomes in 2013-2014:

- More than 80% of student participants reported that Bass Connections had a major or moderate impact on their educational pathway and the connections between academic interests and societal issues.
- Annual project results are presented at the Visible Thinking Showcase.
- Five Bass Connections themes include approximately 50 project teams per academic year and over 300 participants.

Learn More About Bass Connections:
<http://bassconnections.duke.edu>



and project. Alternatively, we see how participation in a program such as America Reads/America Counts might supplement a major in public policy and how a student's faith practices can evolve into participation in Alternative Break Programs and then in an interest in Duke Chapel PathWays.

Moreover, the growth areas suggested by respondents provide some key characteristics of civic engagement programs our University may wish to embrace as emblematic of Duke programs, including:

- Ongoing faculty involvement in programs and initiatives.
- Creating a University-wide civic-engagement requirement for undergraduates, that may take the form of a required course, a broad-reaching program or a graduation requirement.
- Intentionally developing projects, as well as instilling intentionality as a value in participants of those projects.
- Developing academic connections for civic opportunities.
- Emphasizing direct service and community-facing projects.
- Engaging with communities and partners in long-term efforts.

To accomplish this integration and to further develop programs and initiatives that reflect the best practices and experiences of our campus, respondents' thoughts on growth also included several needs that should be addressed by the Institution:

1. A more formal, perhaps more public, avenue for participant support and logistical help. This may take the format of additional opportunities similar to the Directors of Global Engagement to help students choose from and organize their goals for civic engagement, or it may reflect the desire of respondents to better support participants with expanded resources, such as more transportation assistance for programs that take students from campus into the Durham community.
2. Additional connections to larger University structures. Respondents suggested that the civic engagement on campus could benefit from a more defined role on campus, proposing that civic engagement could benefit from the development of a specific strategic goal, as well as from an expanded leadership structure, to help organize disparate efforts across units and departments.

Working Together

At present, these changes seem more possible than at other points in our campus' civic engagement history. Currently, there are several collaborative efforts of civic engagement professionals on campus that support further integration and sharing among programs and initiatives:

- The University Council on Civic Engagement (UCCE) meets to amplify, share, and coordinate work that is being done, including work of ongoing and new programs.
- The Faculty Advisory Board of the Duke Office of Civic Engagement advises Eric Mlyn, the Assistant Vice Provost for Civic Engagement, on key priorities to incubate, coordinate and amplify civic engagement at Duke and serves as ambassadors of these goals and priorities across campus and in partner communities.
- Eight campus departments come together each spring to sponsor the Engaged Students Retreat, an opportunity to explore key questions and critical issues among civically engaged programs. The annual event has spawned a number of working groups for continued conversation and action between retreats.
- Several programs, including Duke Service-Learning and the Kenan Institute of Ethics sponsor community-wide dialogue, discussion events, and public forums focused on the importance of civic engagement, engaged learning, and other related topics.

These efforts, and others like them on campus, suggest the first opportunities for developing and expanding the work of civic engagement on our campus. To that end, we hope that this report, and the Inventory instrument, will provide support for the ongoing expansion of civic engagement on campus.

Promoting Dialogue on Campus. Most immediately, we would like the data provided here to promote dialogue, discussion, and research. We hold that the findings and information here represent only some of what we can learn from the civic engagement community on campus, and that as a survey of efforts, rather than a comprehensive reporting of all work, there is still information to be learned from programs from which we were unable to hear.

The UCCE will play a role in facilitating and managing the dialogue and discussion that will emerge from this report. Currently under development is a series of academic year meetings on topics related to

this report, as well as other topics of interest to practitioners and providers of civic engagement programming. The goals of the UCCE are to draw out the experiences and expertise of the civic engagement community in a way that move work forward. As a result, it may be possible that emerging from this report, and with the collaboration and leadership of the UCCE, it will be possible to offer to members of the campus civic engagement community opportunities such as:

- Resources for the development of program materials, including strategies for developing and documenting student learning outcomes or evaluating and assessing programs.
- Suggestions and strategies for engagement with community partners, including opportunities to expand the community partner voice and role in programs.

Through these and other activities and conversation, the goal of the UCCE and others will be to expand the work of civic programs, projects and initiatives to better support the communities that emerge from reinforcing ongoing collaborations and developing new collaborations in light of the data provided here.

Building Community and Best Practices. More broadly, the data included here offer our campus the opportunity to develop more closely connected communities of practice, perhaps in the substantive theme areas such as education, the environment, or innovation, in which programs, projects or initiatives with common goals, can come together to support each other's work. This collaboration might take the form of developing common practices or success metrics, or sharing knowledge learned from individual interactions with communities, partners or students.

Creating such linked communities could offer several benefits for the broader work of civic engagement on campus. First, through such communities, it will be possible to identify and develop best practices — for example, the best strategy for soliciting a new partner or developing student learning outcomes — that can guide future work. Second, with the development of best practices, communities of practice can also serve as communities of improvement, looking at both program-level work in order to make improvements as well as at the work of the community, underscoring opportunities for broader change or impact.

Strategic Planning and Curriculum Development. Looking ahead to the future of Duke, we are sharing this report now so that it can be included in the

FUTURE CIVIC ENGAGEMENT: A LOOK AT THE EDUCATION & HUMAN DEVELOPMENT INCUBATOR

A unit of the Social Science Research Institute that fosters research and collaboration around education topics through data services and support, engagement, and evaluation.

Department: Social Science Research Institute

Program Tenure: 1 Year

Where the Program Works: Globally and EHDi works in partnerships with Lakewood Elementary, a school in Durham, N.C.

Key Program Characteristics:

Ongoing • Education • Public engagement
Data sharing • Collaborative research & scholarship

“We provide a hub for researchers in education and human development from across the university where we seek to incubate new ideas and partnerships, support emerging scholars, and enhance understanding of innovative and existing programs at Duke and beyond.”

— Carol Ripple, Associate Director for Education Research & Engagement, EHDi

Who Served in 2013-2014:

1 local community partner • 2 Duke faculty • 1 Duke staff

Partnership Profile:

The Education and Human Development Incubator (EHDi) is beginning a nascent partnership with Durham’s Lakewood Elementary School that will cultivate best practices in education and address school needs. The partnership with Lakewood includes support from EHDi, the Duke Office of Durham & Regional Affairs, and the Program in Education.

Right: EHDi works in partnerships with Lakewood Elementary, a local school.

What the Program Does:

The Education & Human Development Incubator is a campus hub for research and collaboration along the topic of youth development and learning. With the creation of a data repository, EHDi supports secondary data analysis and data sharing and provides consultation services to researchers working in the topic area.

EHDi also supports ongoing engagement in order to development interdisciplinary partnerships, evaluation of approaches and practices and engagement partnerships. For example, the Research on Education and Development of Youth (REDY) looks to bring together research, public engagement and training to address matters related to the education of children and youth adults, through events such as the Community Research Symposium and the DREAMS Initiative. All events bring together current research and practice in the field with public engagement and dialogue.

Additionally, EHDi provides research and evaluation seed grants to innovate and promising projects in order to help those projects begin to understand the impact of their work. To date, EHDi has provided five seed grants.

Key Outcomes in 2013-2014:

- EHDi has provided 5 research and evaluation seed grants to programs across campus.
- REDY hosted a symposium on parental involvement.
- REDY has joined the ongoing U.S. Department of Education research on effective teach models through the Bright IDEA project.

**Learn More About the
Education and Human Development Incubator:
<http://ehdi.ssri.duke.edu>**



ongoing campus dialogue of strategic planning and curricular development, building on the historical place of civic engagement as part of the University's educational pedagogy. As our campus considers emerging themes for the 2017 strategic plan currently under development, civic engagement should be considered as both an historical and an evolving theme — evident in the larger reach of civic engagement programs across campus, encompassing many schools, departments and disciplines.

In addition, we believe that there is a role for this data, and the discussions that will follow, in the development of the "Curriculum Big Tweak" begun in Fall 2014. Most prominently, civic engagement can contribute to the conversations around two questions under consideration by the Imagining Curriculum Committee:

- *Does the curriculum have a capacity to draw out and challenge students' curiosity and creativity?* Our data, particularly around the learning outcomes gained from participation in various types of civic engagement work, suggest that civic engagement programs and initiatives prompt students to be more aware of social and contemporary issues, to grow more culturally competent, and to develop a more specific understanding of their individual academic and professional goals.

Because of this, civic engagement programs, projects and initiatives have a role in connecting students' learning experiences in the classroom with opportunities to see, experience, and respond to real-world experiences. Through immersive volunteering or consulting projects, students have the opportunity to delve deeply into themes or issues, and to be part of teams considering or formulating solutions to global issues.

- *Does the curriculum have a capacity to reap the full benefits of the disciplinary and interdisciplinary work of a research university?* Additionally, as the University considers the extent to which we benefit from disciplinary and interdisciplinary work, civic engagement programs and initiatives can provide an avenue to not only expand interdisciplinary work but to also better understand how interdisciplinary research and work creates positive outcomes. Many of the programs, projects and initiatives featured here, including groups such as DISI and units such as Bass Connections, base their work on an interdisciplinary model. Others, such as Service-Learning and DukeEngage, work across multiple disciplines.

The development of new civic engagement programs and initiatives appear to be continuing a trend toward interdisciplinarity, recognizing that many of the goals of engagement, especially addressing and alleviating global issues, requires interdisciplinary knowledge and work. As a result, we anticipate that civic engagement, broadly, will be a home for interdisciplinary collaboration and consultation.

Next Steps

To reach these goals of dialogue, community building, and University impact, it is our goal that the report will follow-up publication with the following activities and opportunities to learn from and with the campus community.

Gather together with practitioners and interested campus partners in Spring 2016 to plan for the future. This event may be part of or in conjunction with the current Engagement Retreat, the annual event co-sponsored by the Academic Advising Center, DukeEngage, Duke Service-Learning, DARA, Global Education and others, which has focused on the engagement of students and the impact of having and promoting an engaged campus.

Additionally, Assistant Vice Provost Eric Mlyn will look to the Spring semester as an opportunity to gather with members of the faculty in order to understand their unique perspectives on, and their challenges to participating in, civic engagement through teaching and research.

Use what we learn through dialogue and discussion opportunities to set the tone for the next iteration of this report. At present, our best thinking on the continuation of this report series suggests that this type of campus survey and data analysis be a biennial event carried out by the Office of the Assistant Vice Provost for Civic Engagement. Our goals for a new report currently include:

1. A more comprehensive list of reporting partners from across campus.
2. A refined instrument to better capture student learning goals and outcomes.
3. Developing opportunities to include data and perspectives from parties we were unable to include here, among them student groups and external community members.
4. Developing the methodology to collect, analyze and share best practices from

particular programs or communities of programs, in a way that can inform overall campus practice and create a living, evolving document of what it means to do successful civic engagement work at Duke.

5. Responding to the reporting needs of the campus community that will arise from feedback, dialogue, and conversation.

With this, we will also work to develop opportunities for ongoing, rather than periodic, data collection. We believe that a more robust reporting system, one that would be accessible for data submission and documentation as civic engagement programs, project or initiatives complete cycles, report and other work, will ultimately help this report to develop a more specific and refined understanding of the scope of work done by members of the Duke community as well as more accurately document the impacts of such work.

Learn from the thought leaders in higher education civic engagement not only on our campus but others.

We anticipate sharing results and processes from this efforts with several professional organizations in order to not only share what we have learned about our own campus, but to gain knowledge from others who do similar work or who have undertaken similar efforts. Our thinking on this effort currently includes plans to:

- Share the report and report methodology with members of the The Research University Civic Engagement Network (TRUCEN) in order to benefit from the insights and best practices of peer institutions.
- Look for opportunities to publicly present the data here, as well as the overall report methodology, with conferences of peer and professional organizations such as the Association of American Colleges Universities (AAC&U), the Carnegie Foundation for the Advancement of Teaching, the Evaluation & Assessment Institute of Indiana University-Purdue University Indianapolis, and the American Council on Education, among other local, regional, and national efforts.

We will also look to our campus community for other opportunities and next steps that emerge from further dialogue, discussion, and reflection. There may be additional opportunities identified by those who envision new priorities or purposes for this data; as a result, we anticipate that our next steps will evolve accordingly.

“As the University considers the extent to which we benefit from disciplinary and interdisciplinary work, civic engagement programs and initiatives can provide an avenue to not only expand interdisciplinary work but to also better understand how interdisciplinary research and work creates positive outcomes.”

Authors' Notes and Thank You's

Completion of this Survey of Civic Engagement at Duke would not have been possible without the generous and robust participation of colleagues across the institution. In completing this report, we are grateful to all 63 respondents to the Civic Engagement Inventory who provided information on the programs, projects, and initiatives on which they, their colleagues, and/or their departments worked.

Additionally, several individuals graciously agreed to help us test and refine the 2013-2014 Civic Engagement Inventory itself, providing useful and actionable feedback about the questions we posed and greatly improving the final set of questions put to respondents. We are grateful to the following individuals for the additional time they spent helping us develop the Inventory:

- Martha Absher – Pratt School of Engineering
- Lou Brown – Forum for Scholars and Publics
- Katie Colleran – UCAE, Center for Leadership Development and Social Action
- Megan Granda and Elisabeth Holden – Office of Civic Engagement
- Girija Mahajan – College Advising Corps
- Domonique Redmond – Community Service Center
- Brian Seavey and Lysa MacKeen – Global Health Institute
- Kristin Wright – Duke Service-Learning

As we developed this report on the results of the Inventory and further worked to situate reports on the data in the appropriate historical and educational context, several members of the Duke community provided important notes and insights that helped us construct the time-line of Civic Engagement at Duke. In particular, we are grateful for the contributions of our colleagues in Service-Learning, Matt Nash at the Center for the Advancement of Social Entrepreneurship, Bob Korstad, and William Chafe.

The following individuals graciously provided review and additional comments on the program profiles featured in the report:

- David Malone and Kristin Wright – Duke Service-Learning
- Irina Adams, Meredith Casper, Emily Durham, and Kathy Sikes – DukeEngage
- Lysa MacKeen – Student Research Training Program

- Jenni Owen and Erika Hanzely-Layko – NC Family Impact Seminar
- Robin Kirk – DukeEngage in Belfast, Northern Ireland
- Megan Granda – Duke-Durham Writes Studio
- Elizabeth Shapiro-Garza – Community-Based Environmental Management Certificate
- Neil Hoefs and Sam Miglarese – The Durham Giving Project House Course
- Katherine Hyde – Literacy Through Photography
- Maranatha Wall – Partners for Success
- Domonique Redmond – Project Share
- Arjun Rallapalli – Duke Interdisciplinary Social Innovators
- Anne Yeung – The Community Empowerment Fund
- Marc Maximov and April Walton – East Durham Outreach
- Lou Brown – Forum for Scholars and Publics
- Adam Hollowell and Bruce Puckett – Duke Chapel PathWays Fellowship and Internship Program
- Susie Post-Rust – Small Town USA
- Carrie Gonnella, Matt Nash, and Erin Worsham – Case i3 Consulting Practicum
- Christian Ferney – Team Kenan
- Charles Piot – Community-based Research
- Hallie Knuffman – Bass Connections
- Carol Ripple – Education and Human Development Incubator

Additionally, as we finished the collection, analysis and reporting of this data, our final report benefited from the early readership of several individuals, including:

- Megan Granda – Director, Duke Office of Civic Engagement
- Bob Korstad – Professor of History and Public Policy and Chair – DOCE Faculty Advisory Board
- David Malone – Director, Duke Service-Learning, and Associate Professor of the Practice, Education
- Sam Miglarese – Director, Duke-Durham Neighborhood Partnership
- Steve Nowicki – Dean and Vice Provost for Undergraduate Education
- Jan Riggsbee – Director, Program in Education, and Associate Professor of the Practice, Education
- Michael Schoenfeld – Vice President for Public Affairs and Government Relations
- Cathy Stamm – Director of Communications, Civic Engagement Programs and DukeEngage

- Kathy Sikes – Senior Assistant Director for Student Programs and Outreach, DukeEngage
- Kristin Wright – Assistant Director, Duke Service-Learning
- Phail Wynn – Vice President for Durham & Regional Affairs

Finally, this report is meant to capture a moment in time at Duke, focusing on one year of effort and activities. This report cannot and should not be viewed as a comprehensive accounting.

We hope that this report will be one of many that will inform audiences both inside and outside of Duke about the great scope of civically driven, community-engaged, volunteering, research, and scholarship that occurs regularly on our campus.

We encourage members of the campus and partner communities to continue to engage with us as we examine the questions, challenges, and next steps suggested by this data. If you have questions about the content of the report, please direct your inquiries to:

Eric Mlyn
Assistant Vice Provost for Civic Engagement
ejmlyn@duke.edu
Attn: Survey of Civic Engagement

Additionally, to be added to the list of participating programs for future surveys, email: ejmlyn@duke.edu.

Thank you.

“We hope that this report will be one of many that will inform audiences both inside and outside of Duke about the great scope of civically driven, community-engaged, volunteering, research, and scholarship that occurs regularly on our campus.”

Additional Resources & Reading

For those individuals who wish to learn more about civic engagement at Duke and about some of the units and departments that host civic engagement activities, we also recommend consulting these summary reports prepared by individual programs, units, and departments.

- Duke Center for Child and Family Policy
<http://childandfamilypolicy.duke.edu/wp-content/uploads/2013/08/Annual-Report-final.pdf>
- DukeEngage
http://dukeengage.duke.edu/uploads/media_items/dukeengage-strategic-plan-2017.original.pdf
- Duke Global Health Institute
<http://impact.globalhealth.duke.edu/>
- Duke Innovation & Entrepreneurship
https://entrepreneurship.duke.edu/Duke_I&E_Brochure/#3/z
- Duke Office of Civic Engagement
<http://civic.duke.edu/annual-report/>
- Duke Office of Durham & Regional Affairs
<http://testing.komplekscreative.com/duke-dara/wordpress/wp-content/uploads/2014/03/DARA-5-Year-Report.pdf>
- Duke Service-Learning
<http://servicelearning.duke.edu/about/news/news-archive/2014/07/01/2013-14-annual-report>

Appendices

- A. Example Reporting Module
- B. Invitation Letter to Potential Respondents
- C. Supporting Materials for Potential Respondents
- D. List of Survey Respondents
- E. Report Methodology
- F. Compiled List of Civic Engagement-affiliated Student Groups (2013)
- G. Select Civic Engagement Data from the 2013 Enrolled Student Survey

APPENDICES

Appendix A. Example Reporting Module

Civic Engagement Inventory Example Reporting Module

Civic Engagement Program or Initiative

Program name

Briefly describe the program or initiative.

Where does the program do its work/outreach?

What are the major goals or primary outcomes of the program or initiative?

Who directs or oversees the program or initiative?

How long has this program been in operation (in years)?

Program director or coordinator's email address

Website for the program or initiative

How would you characterize the primary theme of this program or initiative? *(Select one and then choose up to three sub-categories.)*

☐ Arts & Culture

- ☐ Arts activism/critical dialogue
- ☐ Art therapy
- ☐ Art education in K-12 schools
- ☐ Community-based performances
- ☐ Cultural and/or historical preservation
- ☐ Dissemination of new artistic/digital technologies
- ☐ Inclusion/access to community cultural institutions
- ☐ Social enterprise or social venture
- ☐ Support for the production of community-based creative works
- ☐ Support/funding/infrastructure for community-based art/artists
- ☐ Youth instruction in the visual and performing arts
- ☐ Access and equity
- ☐ Legal/regulatory reform
- ☐ Other (please describe): _____

☐ Education

- ☐ Children and youth, generally
- ☐ Early childhood/school readiness
- ☐ Primary school grades/completion
- ☐ Middle school grades/completion
- ☐ High school grades/completion
- ☐ College preparation/access
- ☐ Financial literacy
- ☐ Literacy
- ☐ Social enterprise or social venture
- ☐ Access and equity
- ☐ Legal/regulatory reform
- ☐ Other (please describe): _____

☐ Environment & Sustainability

- ☐ Alternative energy
- ☐ Climate change
- ☐ Land use and conservation
- ☐ Emergency/crisis response
- ☐ Green technologies
- ☐ Habitat restoration
- ☐ Marine conservation

Appendix A. Example Reporting Module

- ☐ Microfinance
- ☐ Social enterprise or social venture
- ☐ Sustainable agriculture
- ☐ Access and equity
- ☐ Legal/regulatory reform
- ☐ Other (please describe): _____
- ☐ Faith-based & Faith-related Service
 - ☐ Art and music
 - ☐ Children and youth
 - ☐ Civil rights
 - ☐ Community development
 - ☐ Conflict resolution
 - ☐ Disability services
 - ☐ Economic and/or social justice
 - ☐ Education
 - ☐ Emergency/crisis response
 - ☐ Health care and health care access
 - ☐ Homelessness interventions
 - ☐ Hunger relief
 - ☐ Interfaith dialogue
 - ☐ Immigration/migration
 - ☐ International service
 - ☐ Literacy
 - ☐ Poverty alleviation
 - ☐ Race/ethnic/religious group conflict or challenges
 - ☐ Refugee rights/services
 - ☐ Rural ministry
 - ☐ Urban ministry
 - ☐ Access and equity
 - ☐ Legal/regulatory reform
 - ☐ Other (please describe): _____
- ☐ Global & Public Health
 - ☐ Clinical services
 - ☐ Disability services
 - ☐ Disease prevention
 - ☐ Global health
 - ☐ Health education
 - ☐ Health entrepreneurship
 - ☐ Infant health/mortality
 - ☐ Nutrition
 - ☐ Sanitation
 - ☐ Translational medicine/science
 - ☐ Social enterprise or venture
 - ☐ Women's health/mortality
 - ☐ Legal/regulatory reform
 - ☐ Access and equity
 - ☐ Other (please describe): _____
- ☐ Human Rights
 - ☐ Conflict resolution
 - ☐ Disability services
 - ☐ Emergency/crisis response

Appendix A. Example Reporting Module

- ☐ Human rights
- ☐ Immigration/migration
- ☐ LGBTQI rights
- ☐ Microfinance
- ☐ Prisoner rights/prison reform
- ☐ Race/ethnic/religious group conflict or challenges
- ☐ Refugee rights/services
- ☐ Social enterprise or social venture
- ☐ Social justice
- ☐ Women's rights/empowerment
- ☐ Access and equity
- ☐ Legal/regulatory reform
- ☐ Other (please describe): _____
- ☐ Political Participation
 - ☐ Community development
 - ☐ Community organizing
 - ☐ Conflict resolution
 - ☐ Direct political action (demonstrations, boycotts, protests, etc.)
 - ☐ Petitions/outreach/communication with government officials
 - ☐ Political issue activism/outreach
 - ☐ Political party activism/outreach
 - ☐ Voter registration/education/access
 - ☐ Access and equity
 - ☐ Legal/regulatory reform
 - ☐ Other (please describe): _____
- ☐ Poverty Alleviation
 - ☐ Children/youth
 - ☐ Community development
 - ☐ Disability services
 - ☐ Economic development
 - ☐ Emergency/crisis response
 - ☐ Homelessness interventions
 - ☐ Hunger relief
 - ☐ Microfinance
 - ☐ Social enterprise or social venture
 - ☐ Women's empowerment
 - ☐ Access and equity
 - ☐ Legal/regulatory reform
 - ☐ Other (please describe): _____

Which of the following best describes the timing or duration of this program or initiative? Choose one of the following:

- ☐ Ongoing: The program or initiative operates for all or most of the academic year, such as the America Reads and Counts program.
- ☐ Annual or biannual: The program occurs once or twice during the academic year, at a set time and/or for a set period, such as an annual food drive for the community.
- ☐ Episodic: The program occurs at multiple times over the course of the academic year, at specific times and/or for specific durations, such as the Kenan Monday Speaker Series.
- ☐ Intermittent: The program may or may not occur in each academic year, as determined by community need, interest, participation, available resources, etc., such as a specially organized exhibit, lecture or performance.

Appendix A. Example Reporting Module

Which of the following provide funding or support to this program or initiative? Select all that apply from the following or use "other."

- ☐ Annual university budget allocation
- ☐ Donor gift/endowment
- ☐ Fellowship
- ☐ No funding
- ☐ One-time university budget allocation
- ☐ Research grant/award
- ☐ Other (please describe): _____

How would you characterize the <u>primary</u> deliverable of this program or initiative? Select the one best product from those that follow or use other.

- ☐ A service (tutoring, mentoring, teaching, etc.)
- ☐ A product (malaria nets, books, clean-burning stoves, etc.)
- ☐ A clinic or health intervention
- ☐ Research or a report
- ☐ A show or production (art exhibit, public reading, stage performance, etc.)
- ☐ Philanthropy or fundraising
- ☐ A public forum
- ☐ A lecture or presentation
- ☐ Other (please describe): _____

Does your program work with community groups or organizations (community partners) external to Duke?

- ☐ Yes
- ☐ No

If yes: Please describe your community partner(s).

Approximately how many community partners does this program have?

What is the length of the longest partnership?

Approximately how many members of the community partner groups/organizations work with you on this program?

Approximately how many hours of support to this program do community partner members provide?

If yes: How would you describe the partnership? *For this question, we define formal partnerships as those agreed upon for specific purposes or durations, perhaps governed by a written agreement or Memorandum of Understanding. In contrast, informal partnerships are those based on unofficial relationships or shared interests, but that are not governed by written agreements or set periods of obligation.*

- ☐ Formal
- ☐ 2
- ☐ Neither formal nor informal
- ☐ 4
- ☐ Informal

If yes: Of the following, which best describe the community partner(s) associated with this program or initiative? Select all that apply.

- ☐ An unincorporated, community-based organization
- ☐ Grassroots organization or effort
- ☐ Nonprofit, 501(c)3 organization
- ☐ Foundation
- ☐ Benefit corporation (commonly, a "B Corp")
- ☐ Governmental entity
- ☐ Political or policy organization
- ☐ Public, charter, or private K-12 school
- ☐ Religious, faith-based, or faith-related organization
- ☐ Community or geographic location as a setting for community-based research

Appendix A. Example Reporting Module

If yes: How would you describe the dynamics of the community partnership?

The primary benefit of the program/ initiative is to...	<input type="radio"/> The community	<input type="radio"/> <-2->	<input type="radio"/> The community and Duke participants, equally	<input type="radio"/> <-4->	<input type="radio"/> Duke participants
The goals and agenda are set by...	<input type="radio"/> The community	<input type="radio"/> <-2->	<input type="radio"/> The community and Duke participants, collaboratively	<input type="radio"/> <-4->	<input type="radio"/> Duke participants
The leadership of the program/ initiative is from...	<input type="radio"/> The community	<input type="radio"/> <-2->	<input type="radio"/> The community and Duke participants, collaboratively	<input type="radio"/> <-4->	<input type="radio"/> Duke participants
The resources for the program/ initiative are drawn from...	<input type="radio"/> The community	<input type="radio"/> <-2->	<input type="radio"/> The community and Duke participants, equally	<input type="radio"/> <-4->	<input type="radio"/> Duke participants
Ownership and responsibility of the program/ initiative are primarily with...	<input type="radio"/> The community	<input type="radio"/> <-2->	<input type="radio"/> The community and Duke participants, equally	<input type="radio"/> <-4->	<input type="radio"/> Duke participants

Appendix A. Example Reporting Module

If yes: Optionally, please list your community partners in the box below.

Approximately how many members of the Duke community are involved in this program or initiative in a volunteer capacity? *Please note, this includes stipended service - such as tutoring with America Reads/America Counts, participating in DukeEngage, or conducting summer service/research on a merit scholarship program. This does not include paid staff time to manage or organize a program.*

- ☐ Undergraduate students
- ☐ Graduate/professional students
- ☐ Duke faculty
- ☐ Duke staff

If applicable, approximately how many volunteer/service hours do those groups from the Duke community give to this program or initiative each year?

- ☐ Undergraduate students
- ☐ Graduate/professional students
- ☐ Duke faculty
- ☐ Duke staff

Does this program or initiative work in collaboration with any student group(s)?

- ☐ Yes
- ☐ No

If yes: Please list the student group(s) with which this program or initiative works.

How do you measure the impacts and/or outcomes of this program or initiative? Please select all that apply.

- ☐ Observation
- ☐ Focus groups
- ☐ Formal interviews with community partner(s)
- ☐ Informal interviews with the staff of community partner(s)
- ☐ Survey of community partners and/or program participants
- ☐ Student blogs/journals/writing
- ☐ Student coursework
- ☐ Documentation of dollars raised/goods collected, etc.
- ☐ Talk to community members/clients receiving services
- ☐ Count of participants/beneficiaries/donations, etc.
- ☐ Other (please describe): _____
- ☐ We do not measure impacts/outcomes at this time.

- In your opinion, what is the biggest obstacle you have encountered to measuring program impacts/outcomes for this program or initiative?

If possible, please share at least one key finding from program assessment or monitoring. The key finding could be about Duke students, about the outcomes for community partners, or about the impact on faculty. An outcome may be similar to the following.

- ☐ Example of student learning outcomes
 - Through their collaboration with a community partner on a bridge-building project, Duke students successfully applied basic research methods of civil engineering, including design, data analysis and interpretation.
 - Seven Duke students volunteered on a year-long project to produce marketing materials for a non-profit organization. Based on responses to pre- and post-experience surveys, we observed that the students' ability to work effectively in a team increased in the areas of mutual respect and ability to manage interpersonal conflict.
- ☐ Examples of a community outcome

Appendix A. Example Reporting Module

- Duke Center X collaborated with Community Partner Y on a 10-part public outreach campaign to increase by 25% the number of eligible community members applying to a home insulation and energy conservation program.
- Duke Academic Department Z collaborated with five ESOL teachers in the Durham Public Schools to produce parent engagement materials for the parents of 100 students.
- Duke Office B collaborated with five non-profits serving a rural community in Country C to pool expertise and resources to apply for a \$1M public health grant.

Does this program or initiative provide opportunities for Duke community members to conduct research?

- ☐ Yes
- ☐ No

If yes: If possible, please provide citations to published research or links to examples of unpublished research produced through this program or initiative, in the relevant categories listed below (up to 3 per category). *Please note, if you choose to provide links or citations below, the Office of Civic Engagement may choose to feature the url links or highlight the research on its website or in publications and promotional materials connected to the 2013-2014 Civic Engagement Inventory.*

Undergraduate student research
Graduate/professional student research
Faculty research
Staff research
Other research

Is this program or initiative connected to the academic curriculum in any way? For example, there required or recommended courses, service learning courses, community-based research courses, independent studies, research requirements, or certificate requirements, etc.

- ☐ Yes
- ☐ No

If yes: Please list the associated courses [title(s) and department(s)] or describe the links between this program or initiative and the academic curriculum.

Does this program or initiative engage in any of the following or similar activities? Check all that apply.

- ☐ Donating goods or services
- ☐ Grant-giving
- ☐ Fund-raising
- ☐ Leveraging matching funds
- ☐ Providing community based enterprises a market for their goods within Duke community members (for example, a Farmer's Market, handicraft co-op, etc.)
- ☐ Other (please describe below)
- ☐ None of the above

Appendix A. Example Reporting Module

If you checked any of the above, including other, please describe what you do.

To the best of your ability, please estimate the (monetary) value to the community of the following.

Some examples of how you might calculate value:

- Department A sponsors Student Smith to work with a local community partner. The student works 30 hours over each semester and is paid \$10/hour for his work. The monetary value of this contribution is approximately \$600 for the academic year.
- Employee Marshall spends 25% of her work time overseeing student service projects. Because her salary is \$40,000/year, her contribution each academic year can be valued at approximately \$10,000.
- Department B hosts a program that rehabilitates buildings for low-income families. On average, the property improvements add about \$25,000 in new value, an approximate measure of the monetary value to the homeowners/community.

- ☐ Staff time given to program direction and operation [as a rough percentage of full-time employment (FTE)]
- ☐ Deliverables
- ☐ Volunteer contributions
- ☐ Other

If you were unable to estimate values in the boxes above, please describe what challenges to monetizing your program/initiative exist.

In the spaces that follow, we will ask you to share highlights (anecdotes, blogs, photos, audio files and/or videos) from this program or initiative. *Please note, if you choose to provide content below, the Office of Civic Engagement may choose to feature the media or stories on its website or in publications and promotional materials connected to the 2013-2014 Civic Engagement Inventory Report.*

In uploading these highlights, you are giving the Office of Civic Engagement permission to consider your program for future case studies. Do you give permission for your program, if selected, to serve as a case study in both internal and external report materials?

- ☐ Yes. Please initial the box. _____
- ☐ No. Please initial the box. _____

If yes: Share a success story or highlight from this program or initiative.

If yes: Below, upload up to three images (.jpg, .png, .gif, etc. file formats, please) that capture key elements of this program or initiative. In the text boxes below, please provide a brief statement describing the image.

Photo 1
Photo 2
Photo 3

If yes: Additionally, if there are blogs, audio files, and/or videos available of your program, please use the space below to provide url links to that content.

Link to content
Link to content
Link to content

Final Thoughts and Feedback: Please provide your thoughts on the following aspects of civic engagement at Duke.

What do you think is the greatest strength of Duke's current approach to civic engagement?
What is the one aspect of civic engagement at Duke you believe is most in need of change or adaptation?
What one recommendation would you make to adapt or change civic engagement at Duke?

Are there other individuals/programs at Duke you would recommend that we include in this outreach effort? Please provide contact information for the program below.

As we think about future iterations of the Duke Civic Engagement Index and Annual Report, what other areas or themes would you be interested in learning about or measuring, for your program and others?

When the Civic Engagement Inventory Report is completed, with whom do you suggest or recommend the findings be shared?

Appendix B. Invitation Letter to Potential Respondents

Name
Title
Department
Duke University
Campus Address
Durham, NC 27708

September 2, 2014

Dear Respondent:

As the new academic year begins, I am writing to invite you to participate in a university-wide inventory of civic engagement programs at Duke, including those programs that engage faculty, staff, and students in volunteer work, engage locally and globally, and that conduct research and scholarship in collaboration with members of communities in Durham and around the world. Your work with the *Program Name* is of particular interest in this effort.

The Civic Engagement Inventory has been developed through the collaboration of the Duke Office of Civic Engagement, the Community Service Center, and DukeEngage. It is an attempt to capture a clearer snapshot of the civic engagement landscape at Duke, and to understand how our campus serves and interacts with various organizations in the fields of education, public health, social enterprise, and community development, among others. For this first iteration, we are soliciting broad participation from units and departments; knowing that we may ask for data that is not readily available to you, we welcome your best estimates and recollections.

In the next few days, you will receive an email invitation to complete the Inventory online using Qualtrics software. To assist you, I have enclosed a document briefly describing the instrument and its questions. Please submit the completed Inventory no later than 5:00 PM on Wednesday, October 1.

Completed responses will be used to develop a report on civic engagement efforts at the University and some data and case studies will be featured on the website of the Office of Civic Engagement. All participants will receive a copy of the report.

My hope is that this will allow us to better understand how and why Duke engages with communities here and around the world, and will identify where our collective strengths lie. I am very excited about the information that this survey will yield and hope it will help us fashion a collective vision of civic engagement at Duke.

Thank you in advance for your time and participation in the Inventory. I look forward to hearing from you.

Sincerely,

Eric Mlyn
Assistant Vice Provost for Civic Engagement
Peter Lange Executive Director, DukeEngage

Enc.

Appendix C. Supporting Materials for Potential Respondents

Completing the 2013-2014 Civic Engagement at Duke Inventory: FAQs

What is the 2013-2014 Civic Engagement Inventory?

The Civic Engagement Inventory is an attempt to capture the deep and rich diversity of activities, programs and outreach efforts on our campus that contribute positively to the local community and to partner communities around the United States and abroad. This inventory is broadly focused on activities, programs and outreach that fall under the categories of civic engagement, volunteerism, social enterprise, community-based research, global development and other, similar collaborative opportunities between campus and partner communities.

Why is the Civic Engagement Inventory being conducted?

The Civic Engagement Inventory is an opportunity to self-reflect and identify our collective strengths and assets as a campus, as well as identify those areas or opportunities for growth and development. It is also an opportunity to share across departments, units and campus, and potentially develop new collaborations and interactions.

Who is behind the Inventory?

The Civic Engagement Inventory was developed through the collaborative work of the Duke Office of Civic Engagement, the Community Service Center and DukeEngage. Dr. Eric Mlyn, Assistant Vice Provost for Civic Engagement and Peter Lange Executive Director of DukeEngage, will oversee the data collection, analysis and publication.

How will the Inventory be used?

The results of the Civic Engagement Inventory will be shared with stakeholders on campus and will be published in an electronic format through the Office of Civic Engagement. Additionally, findings from the Inventory will be used to provide data to other processes including re-accreditation and to data requests from the Corporation for National and Community Service and the Carnegie Corporation for the Advancement of Teaching.

Where will the Inventory data be housed?

Data gathered through the Inventory will be housed in the Office of Civic Engagement; summary data will be shared in reports generated by the Office of Civic Engagement and will be presented on civic.duke.edu.

When will results of the Inventory be available to respondents and the public?

The initial goal is to release some high-level results and findings from the Inventory this winter. In the spring semester, specialized or specific reports may follow based on the data collected, for example, reports that look at one type of programming or theme of engagement.

What should I do if I collaborate with another Duke colleague on the leadership or oversight of my program?

If you share program/initiative management or leadership responsibilities with a colleague at Duke, you are encouraged to collaborate on a single submission. You will not be able to work separately on the entry from different computers. If you would like a PDF copy of the questions to assist you in a collaborative submission, please contact Jacki Purtell.

Alternatively, what should I do if a colleague would be better qualified to answer these questions?

If there is another colleague who would be better suited to answer the questions posed in the Inventory, you should feel free to forward him/her the link to the Inventory, as well as these introductory materials.

Who should I contact if I have questions about the participation of my unit/department/program in this inventory?

Dr. Eric Mlyn	919-668-1724
<i>For general questions about the purpose and use of the Inventory.</i>	
Elaine Madison	emadison@duke.edu
<i>For questions about the definitions or terms used in the Inventory, and for help determining which programs should or should not be reported.</i>	
Jacki Purtell	jacki.purtell@duke.edu
<i>For technical issues with the Inventory portal and to make changes/revisions to submitted responses.</i>	

Completing the 2013-2014 Civic Engagement at Duke Inventory: Definitions

In the Civic Engagement Inventory, you will be asked to report on the programs, initiatives and/or outreach efforts with which you or your unit/department, are affiliated. For each civic engagement program, you will be asked a variety of questions including:

- Where and with whom the program works – the Duke unit/department leading the program and the community partner in Durham, in the US, and/or internationally; the individuals served by or impacted by the program, the number and types of Duke

Appendix C. Supporting Materials for Potential Respondents

personnel affiliated with the program as volunteers and leaders (faculty and staff, undergraduate students, graduate students, etc.); the length and frequency of the partnership.

- The impact of the program and examples of that impact – links to published reports, photographs, videos, etc. you would like to share, as well as a description of how you document/evaluate the program. Additionally, we are interested to know if there is an estimated monetary value associated with the impact of the program, for example the value of a good or service to a community.
- How you would categorize the partnership thematically, in terms of interaction between partners, the reciprocal nature of the partnership, and the benefits of the program.

For this first Inventory, we are only interested in programs, impacts, outcomes and results for the last academic year, 2013-2014. This Inventory is meant to be a retrospective and reflective exercise, not a prospective one.

While there are a variety of ways to describe civic engagement and similar programs or initiatives, we've chosen to use the following terms and definitions in this Inventory:

academic year	The 2013-2014 academic year – roughly August 19, 2013, to August 17, 2014, though for some programs these dates may not be exact. In general, the bulk of the program preparation and work should occur before the start of the 2014-2015 academic year.
community-based research: <i>community-based participatory research or community engaged scholarship</i>	<u>Community-based participatory research (CBPR)</u> : Broadly conceived as a collaborative, purposeful and change-oriented process that actively involves members of a community. The W.K. Kellogg Foundation Community Health Scholars Program, for example, defines CBPR as: “A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community and has the aim of combining knowledge with action and achieving social change...” <u>Community-engaged scholarship</u> : Broadly conceived, using the formulation of Professor Ernest Boyer, as “connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities.”
community partner	An entity, formal or informal organization, or locale serving as the cooperating host or environment in which a program, project, or outreach effort occurs. Example community partners can include schools, neighborhood associations, museums, nonprofits, or foundations.
community partnership	A formal or informal relationship between a person, unit, department, association or organization at Duke and a party such as a grassroots effort, community organization, nonprofit, benefit corporation or government entity. Community partnership may take the form of service-learning or community-based research.
member of the Duke community	A member of the faculty or staff, including retirees, or student body, including undergraduate and graduate students. Full-time or part-time persons are included and counted without distinction.
monetary value	An approximate value, real or imputed of the work or product of service, for example the value of hours worked to organize specific program done by a Duke staff member as a percentage of that staff person's salary. Alternatively, the approximate value of a good provided to a community such as a water well, piece of medical equipment, or donated school supplies. Or, as a third option, the approximate value of a service provided, such as access to subsidized loans or English language lessons.
program location	The community or location served by the program, hosting the research, or providing partnership to the Duke-based person, unit, department, association or organization.

Appendix D. Participating Civic Engagement Programs

The list below does not sum to 88 but includes the responding umbrella programs – for example, the Hart Leadership program includes both the fellowship and class components, which were reported separately.

Afterschool Reading Academy	Graduate Certificate Program in Community-Based Environmental Management
Alternative Fall & Spring Breaks	
America Reads/America Counts	Hart Leadership Program
Bass Connections	Hillcrest Convalescent Home project
BN Duke Scholars Program	SpiritHouse Initiative
BOOST	John Hope Franklin Young Scholars
CASE i3 Consulting Practicum	Karsh Mentorship Initiative
CDS Exhibitions Program	Leadership and Arts Policy Program
Civic Engagement Studios	Leadership Triangle: College Edition
Clinton Global Initiative University	Learning Together Program
Community Empowerment Fund	Lewis Hine Documentary Fellows Program
Community Family Life & Recreation Center at Lyon Park: Commercial Kitchen Project	Literacy Through Photography
	Medical-Legal Partnership for Children
Connect2Politics Program	MLK Million Meals Event
Day in Durham	NAE Grand Challenge Scholars Program
DGHI Graduate Student Field Experience	National Make a Difference Day
Digital Documentary Photography: Capturing Transience	NC Family Impact Seminar
	Office of Global and Community Health Initiatives
Dive into Durham	PAGE Program Evaluation
Doing Good in the Neighborhood	Partners for Success
DPS Scientifica	Project Change
Duke Carbon Offsets Initiative	Project Share
Duke Catholic Center Habitat for Humanity	Research Service-Learning Pathway Program
Duke Chapel Pathways Fellowship/Internship	RIPP-Engage Fellows
DukeEngage	Sanford School Undergraduate Internship Program
Duke Homebuyers Club	School Research Partnership
DukeImmerse	SEEDS, NC
Duke Interdisciplinary Social Innovators	Service Opportunities in Leadership
Duke-Lakewood Elementary Partnership	Small Town USA
Duke Law Clinical Program	Social Entrepreneurship Accelerator at Duke
Duke Regional Spelling Bee	Southwest Central Durham Quality of Life Project
Duke Service-Learning	Spring Break Service Trips
Duke University Retiree Outreach	Stepping Stones
Duke University Talent Identification Program	Student Research Training Program of DGHI
Durham Giving Project House Course	Sustainability Internship Programs
East Durham Outreach by CDS Continuing Education	Teach the Teachers
	Team Kenan
Engineering World Health Summer Institute	The School of Doc
Enlaces	Threshold Clubhouse
Enterprising Leadership Initiative	University Scholars Program
“Farmworkers in North Carolina” (DOCST 332)	Visions (Durham-DPS Mexico Travel Study Program)
Forum for Scholars and Publics	
Fuqua Client Consulting Practicum	Volunteer Fair
Fuqua Leading in the Community Days	
Fuqua on Board	
Gleaning Project	

Appendix E. Report Methodology

To gather the data included in the Survey of Civic Engagement at Duke, we used a combination of outreach and referrals. Initially, the project team developed a list of 89 individuals, programs and initiatives that were publically identified as part of the civic-engagement landscape at Duke. These individuals received the introductory and outreach materials included in Appendices B and C. As individuals responded to the survey, they were given the opportunity to refer other individuals for participation in the Inventory. For this iteration of the Survey, we did not receive any recommendations.

The Inventory instrument was available for reporting for approximately one month, beginning September 10, 2014, and closing October 22, 2014. During the reporting period, members of the project team answered questions from respondents, helped with technical issues and consulted with program directors about whether or not efforts should be defined as civic engagement.

The reporting period generated 113 responses from the Duke community. Of these responses, 54 were fully complete (47.7%). Among the 113 responses, the Inventory received complete information on the 88 programs included in the data described in the preceding report.

Following the reporting period, the project team met to review the aggregate data and determine the report outline. Efforts were made find common themes and trends in the data – balancing the larger patterns prevalent on campus and the unique work and characteristics of individual programs.

In cases of larger programs, such as Duke Service-Learning and DukeEngage, the responses included here represent composite results and findings, rather than focusing on individual response for particular programs and courses, unless otherwise indicated. For example, the profiles of Literacy Through Photography and DukeEngage Belfast reflect individual program data.

Significant work on the analysis of the data began in January and continued through the spring semester, concluding in July 2015. After completion of the draft, circulation of the report to reviewers began in earnest, allowing the project team to garner initial feedback and clarify findings in the report. Additionally, the project team worked with Cathy Stamm, Director of Communications for DukeEngage and Civic Programs, to prepare the report for publication and presentation. The report was made public in October 2015.

Appendix F. Compiled List of Civic Engagement-Affiliated Student Groups (2013)
 Prepared by Alexandra Swain for the Duke Office of Civic Engagement

Group Name	Type	Group Name	Type
Adopt a Grandparent	dPS Service	Divest Duke	Environmental Advocacy
Alpha Delta Pi	Greek	Dream Corps	Service
Alpha Epsilon Pi	Greek	DSG Duke Student Government	Internal Advocacy
Alpha Kappa Alpha	Greek	Duke ACLU	Advocacy
Alpha Kappa Delta Phi	Other	Duke Africa	Cultural
Alpha Phi	Greek	Duke Against War	Advocacy
Alpha Phi Alpha	Other	Duke American Grand Strategy	Academic/Political
Alpha Phi Omega	dPS Service	Duke Apiary Club	Animal/Service
Alpha Tau Omega	Other	Duke Athletics	Other
America Reads America Counts	dPS Service	Duke Bahai Club	Religious
Arab Student Alliance	Cultural	Duke Baking Club	Service
Arts Engagement Project	Art/ Departmental	Duke Carolina Basketball Marathon	dPS Service
Arts Theme House	Residential	Duke Catholic Center	Religious
ArtsConnect	Other	Duke Chamber Players	Music
Asian Student Alliance	Cultural	Duke Chapel Pathways	Religious
Aspire	dPS Service	Duke College Bowl	Non-Athletic Team
Autism Speaks	dPS Service	Duke College Mentors	dPS Service
Baseball	Athletic	Duke College Republicans	Political
Best Buddies	dPS Service	Duke Dance Marathon	dPS Service
Big Brothers and Big Sisters	dPS Service	Duke Democrats	Political
Black Student Alliance	Cultural	Duke Disability Alliance	Advocacy
Blue Devils V Cancer	Service	Duke Ducks Unlimited	Advocacy
Blue Devils United	Advocacy/ Blog	Duke Durham Health Alliance	Service/ Greek
Brownstone	Residential	Duke Durham Hunger Alliance	dPS Service
Camp Kesem	dPS Service	Duke Durham Tennis Project	Service
CARE for Carter	Service	Duke East Asia Nexus	Other
CHANCE	dPS Service	Duke Eco-Marathon	Service
ChangeEducate	dPS Service	Duke Engage Student Initiative	Other
Chi Omega	Greek	Duke Engineers for International Development	dPS Service
Chi Psi	Greek	Duke Face Aids	dPS Service
Child Connect	Service/Departmental	Duke FEMMES	dPS Service
China Care	dPS Service	Duke Food Project	Environmental
Circle K	Other	Duke Foundation for International Medical Relief of Children	Other
Community Empowerment Fund	Service	Duke Friends of Israel	Political
Crazies Who Care	dPS Service	Duke Global Brigades	dPS Service
Cross Country/Track	Athletic	Duke Habitat for Humanity	dPS Service
Campus Crusade for Christ	Religious	Duke HEAL	dPS Service
Cure Finders for Cystic Fibrosis	Service/ Medical	Duke Human Rights Coalition	Advocacy
Duke Association for Greater Gaming Awareness and Recreation	Non-Athletic Team	Duke Invests in Emerging Markets	Financial
Delta Delta Delta	Greek	Duke Journal of Public Affairs	Academic/Political
Delta Gamma	Greek	Duke Libertarians	Political
Delta Kappa Epsilon	Greek	Duke Lutherans	Religious
Delta Sigma Iota	Greek	Duke Manna Christian Fellowship	Religious
Delta Sigma Phi	Greek	Duke Math Majors Union	Other
Delta Sigma Theta	Greek	Duke Microfinance Leadership Initiative	Business
Delta Tau Delta	Greek	Duke Moot Court	Non-Athletic Team
deltAIDS	dPS Service/Greek	Duke Music Tutors	Service/ Music
Duke Ethiopian Student Transnational Association	Cultural	Duke Native American Student Association	Other
Develle Dish	Blog		
Duke International Relations Association	Academic/Non-Athletic		

Appendix F. Compiled List of Civic Engagement-Affiliated Student Groups (2013)

Group Name	Type
Duke Organization for Teaching Technology	Service
Duke Partnership for Service	Other
Duke PAWS	Service/Animals
Duke Political Union	Political
Duke Pre-Physical Therapy	Service/ Medical
Duke Pre-Vet	Service
Duke Prospective Health Care Club	dPS Service
Duke Refugee Aid	Service
Duke ROOTS	Service
Duke Salam	Advocacy
Duke Smart Home	Residential
Duke Society of Women Engineers	Academic
Duke South East Asian Association	Cultural
Duke SPLASH	dPS Service
Duke Student for Justice in Palestine	Political
Duke Student Partnership	Service
Duke Student Think Tank	Political
Duke Students Against Sweatshops	Advocacy
Duke Students for Gender Neutrality	Internal Advocacy
Duke Students for Humane Borders	dPS Service
Duke Students for Life	Political
Duke Students for Sensible Drug Policy	Political
Duke Symphony Orchestra	Arts/ Departmental
Duke University Orthodox Christian Association	Religious
Engineering World Health	dPS Service
Environmental Alliance	dPS Service
Fencing	Athletic
Field Hockey	Athletic
Football	Athletic
Gano Gente Aprendiendo Para Nuevas Oportunidades	dPS Service
GlobeMed	dPS Service
Health Arts Network at Duke	Other
Healing Expression	Other
Hoof N' Horn	Art/ Theater
IGNITE	dPS Service
INNOWORKS	dPS Service
Inter-fraternity Council	Greek
International Association	Advocacy
International Justice Mission	Other
Jewish Student Union	Religious
Kappa Alpha Order	Greek
Kappa Alpha Psi	Greek
Kappa Alpha Theta	Greek
Kappa Kappa Gamma	Greek
Kappa Phi Lambda	Greek
Know Your Status	dPS Service
Lambda Upsilon Lambda	Greek

Group Name	Type
LEAPS	Service
Maxwell House	Residential
McKids	dPS Service
Men's Basketball	Athletic
Men's Golf	Athletic
Men's Lacrosse	Athletic
Men's Soccer	Athletic
Men's Tennis	Athletic
Mi Gente	Cultural
Millennium Village Project	Other
Mirecourt	Other
Movement of Youth	Other
Multi-Greek Council	Greek
Muslim Student Association	Religious
NAACP	Advocacy
National Pan-Hellenic Council	Greek
Net Impact Duke	Business
Nourish International	dPS Service
Outdoor Action for Social Interpersonal Strength	Service
Omega Phi Beta	Other
Omega Psi Phi	Greek
Operation Smile	dPS Service
Pakistani Student Association	Cultural
Pan-Hellenic Council	Greek
Partners for Learning	Service
Phi Beta Sigma	Greek
Phi Delta Theta	Greek
Pi Alpha Phi	Greek
Pi Beta Phi	Greek
Pi Kappa Alpha	Greek
Pi Kappa Phi	Greek
Presbyterian Campus Ministry (Westminster Fellowship at Duke)	Religious
Prospective Health Challenge	dPS Service
Psi Upsilon	Greek
Red Cross	dPS Service
Relay for Life	dPS Service
Remedy@Duke	Service
Roosevelt Institute	Academic Think Tank
Roots and Shoots	dPS Service
Roundtable	Residential
Rowing	Athletic
Science Days	dPS Service
Sigma Alpha Epsilon	Greek
Sigma Chi	Greek
Sigma Gamma Rho	Other
Sigma Nu	Greek
Sigma Phi Epsilon	Greek
Sigma Pi	Greek
Special Olympics College	Service

Appendix F. Compiled List of Civic Engagement-Affiliated Student Groups (2013)

<u>Group Name</u>	<u>Type</u>
Students for Choice	Political
Students for Democratic Society	Political
Students of the Caribbean Association	Cultural
Swimming and Diving	Athletic
Team HBV	Service/ Medical
The Future Is Now	dPS Service
The Girls Club	dPS Service
Theta Nu Xi	Greek
To Write Love on Her Arms	Service
Ubuntu	Residential/ Service
Unite for Sight	dPS Service
United in Praise	Arts/ Religious
Vision for North Korea	Service
Volleyball	Athletic
VoraciTee	Service
Wayne Manor	Residential
Wesley Fellowship	Religious
Who House	Residential
Who Needs Feminism	Advocacy
Wired2Achieve	Other
WISER	dPS Service
Women's Basketball	Athletic
Women's Golf	Athletic
Women's Lacrosse	Athletic
Women's Soccer	Athletic
Women's Tennis	Athletic
WOODS Wilderness Opportunities for Durham Students	dPS Service
Wrestling	Athletic
Youth for Debate	Other
Zeta Phi Beta	Greek
Zeta Tau Alpha	Greek

Appendix G. Select Civic Engagement Data from the 2013 Enrolled Student Survey
Administered February-March 2013 and provided courtesy of the Office of Institutional Research

ACTIVITIES

1. Which of the following have you already done or do you plan to do during your time at Duke?

	Done	Plan to do	Do not plan to do	Have not decided
Volunteer in the community, not as part of a course	60.8%	21.3%	10.6%	7.3%
Participate in politics beyond voting	15.3%	9.3%	58.3%	17.1%

n=738

2. During the current academic year, have you participated (as more than a spectator) in any of the following extracurricular activities? Mark all that apply.

	Yes	No
Student publications	17.7%	82.3%
Student government	8.6%	91.4%
Political group	8.8%	91.3%
Religious or spiritual group	27.1%	72.9%
Cultural/ethnic organization	26.1%	73.9%
Volunteer service	59.5%	40.5%
Fraternity or sorority	34.3%	65.7%

n=720-733 across the 7 items

3. How do you feel about your level of participation in these aspects of college life during the current academic year?

I did the following...	Less than I would have liked	About the right amount	More than I would have liked
Volunteer	56.2%	42.4%	1.5%
Participate in extracurricular activities/clubs	40.3%	50.9%	8.8%
Advocate for a cause meaningful to you	53.3%	46.1%	0.5%

n=739