Introduction to Community Engagement and Service
The Office of Community Engagement and Service (CES) at Baylor University is charged with promoting an institutional culture of informed engagement and service and providing a center of expertise for students, faculty, and staff interacting with the community.

Community Engagement and Service Structure

Division of Student Life Mission
Student Life seeks to enrich the Baylor experience through life-changing programs and services resulting in an integrated education known for leadership, service, Christian faith, and the total development of students.

Division of Student Life Vision
Student Life will be a transformative presence in all our students’ lives equipping them to make a positive impact on society.

Division of Student Life Values
Values are the foundational principles and qualities upon which our division lives out its mission and vision. Central to these values is our commitment to our Christian faith and the belief that our work is enriched by the fulfillment of God’s call in our lives. It is within this context that we value:

- **Students**—displayed by our attention to individual student needs as well as our love and commitment to the broader student body
- **Inclusive Community**—evidenced by diversity, uniqueness, understanding, and unity as a staff
- **Transformative Learning**—discovered through an integration of mind, body, and spirit
- **Leadership Development**—cultivated through education, experience, reflection, and a call to impact human flourishing
- **Professional Excellence**—guided by best practices, current research, assessment, and wise stewardship
- **Healthy Lives**—modeled by a vigorous life and work balance and ongoing sense of fulfillment
Division of Student Life Goals
Guided by this mission, the University’s strategic vision, the wisdom of our professional discipline, and most of all, our common Christian faith, Student Life cultivates an environment that nurtures calling, wholeness, community, and citizenship.

Student Life:
- Supports students as they discern God’s paths, plans, and purposes.
  We help students discover calling.
- Fosters healthy living, joyful experience, passionate scholarship, and depth of faith.
  We develop the whole student.
- Encourages meaningful relationships, Christian hospitality, and charity in all things.
  We build community.
- Inspires and equips students to transform the world.
  We cultivate global citizenship.

Division of Student Life Acts of Determination
Acts of determination are prioritized division-wide initiatives that will help Student Life achieve our goals. As we seek to cultivate global citizenship, build community on campus, help students understand calling and develop the whole student, the division will focus on the following Acts of Determination for the next two to three years:

- To instill Baylor graduates with the ability to lead and serve we will develop and implement a comprehensive multi-year leadership framework. A well thought out and wide-reaching model of leadership and service will be the foundation upon which divisional programs, services, and advocacy efforts are planned, resourced, carried out, and assessed. Central to this model are the foundational principles of the Christian faith and the ability to navigate within a complex global society.

- To cultivate student understanding of the rich diversity God has created we will integrate cross-cultural competency education through division programs, staff development, and community partnerships. By enhancing the ability of our students and staff to talk and work across differences, we will develop Christian leaders who will advocate for and support social justice on campus and beyond.

- To equip students to thrive we will foster educational initiatives that help students develop a stronger sense of health, equanimity, and wellness. Guiding students as they mature in stewardship of themselves and care for community will require an intentional approach to teaching, supporting, and modeling healthy lifestyle choices, resiliency skills, and meaningful spiritual practices.

- To create vibrant learning and faith formative environments we will develop spaces across campus and in the community that create synergy and renewal. Much work has been done, yet much is still needed, to create dynamic settings for students to engage in experiential learning, contemplation, recreation, and social interaction. Partnering with others will be essential in order to construct new and to repurpose existing spaces.

CES Mission:
In keeping with Baylor’s Christian mission to educate men and women for worldwide leadership and service, the Office of Community Engagement and Service (CES) provides the campus-wide infrastructure for coordinating, supporting and advancing informed community engagement with the intention of leveraging the university’s collective influence toward promoting positive social change.
CES Vision:
- **Student Growth** - that Baylor students grow to become informed, engaged leaders, and culturally competent, caring global citizens;
- **Community Partnership** - that Baylor, as an institution, model outstanding citizenship and community partnerships on campus, in Waco and the World;
- **Expertise Development** - that Baylor, as a university, be a center of expertise regarding the theory and practice of effective community engagement.

CES Values
In our work with each other and with the community at large we strive to be …
- **Empowering** - In all that we do, we seek to build capacity and to foster human capability.
- **Purposeful** - We work with the goal of having a positive impact. We look for ways to assess that impact and to improve our efforts.
- **Caring** - We model and promote an ethic of care, compassion, responsibility and stewardship.
- **Collaborative** - We build trust and effective working relationships internally and externally through listening and collaboration.
- **Christian** - Our work is deeply rooted in our Christian values.

CES Goals Learning Goals:
*We help students…..*

- Develop and explore **Identity** through self-understanding, self-awareness, and self-concept both as an individual and part of community.

- Engage in curricular and co-curricular **Educational Experiences** that foster informed engagement and transformational opportunities.

- Interact with the community through **Civic Experiences** such as community service, service-learning, political involvement, social advocacy, disciplined-based initiatives, and volunteering which form the basis for civic attitudes, beliefs, values, and dispositions.

*(Conceptual framework for the Civic-Minded Graduate Model by Steinberg, K., Hatcher, J., & Bringle, R., 2011; learning outcomes derived from West Chester University and NASPA’s Learning Reconsidered)*
# 2013-14 Community Engagement and Service (CES) Operational Plan

## Learning Outcomes

<table>
<thead>
<tr>
<th>Goals</th>
<th>Identity</th>
<th>Educational Experiences</th>
<th>Civic Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community</strong></td>
<td>Exhibit the ability to work effectively with diverse others for a common purpose (CHI, CHF, CCS, GLT)</td>
<td>Describe social systems and their impact on cultural differences of individuals (CHF, CHI, CCS, GLT)</td>
<td>Describe service, advocacy, philanthropy and policy as it relates to community engagement (CHI, CHF, CCS, GLT)</td>
</tr>
<tr>
<td><strong>Calling</strong></td>
<td>Demonstrate a sensibility, understanding, perspective of lifelong leadership</td>
<td>Identify the motivation for continued engagement beyond the scope of the class/experience to enhance future learning</td>
<td>Understand how service fits in to their personal sense of calling (service as a lifestyle) (CHI, CHF, CCS, GLT)</td>
</tr>
<tr>
<td><strong>Wholeness</strong></td>
<td>Develop, enhance, clarify, and communicate one’s personal and professional values, ethics, and integrity (CHI, CHF, CCS)</td>
<td>Display the ability to integrate and apply knowledge, ideas, and experiences to one’s daily life (CHI, CHF, CCS, GLT)</td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
<td>Exhibit a commitment to civic engagement and an awareness of global responsibility (CHI, CHF, CCS, GLT)</td>
<td>Compare and contrast philanthropy, volunteerism, community service, and service learning (CHI, CHF, CCS, GLT)</td>
<td>Identify personal privilege and name social issues related to their own roles</td>
</tr>
</tbody>
</table>

Community Health Fellow CHF, Community Health Intern CHI (CE&ED), Ghana Leadership Team (GLT), CCS 1100 (SL)
2013-14 Community Engagement and Service (CES) Operational Plan

Programs offered through Community Engagement and Service are organized into 4 domains:

1. Leadership Development
2. Education and Advocacy
3. Service and Engagement
4. Academic Partnerships

<table>
<thead>
<tr>
<th>Domains</th>
<th>Initiatives (Action Steps)</th>
<th>Act of Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education &amp; Advocacy</td>
<td>• Enhance cross-cultural training and education for faculty, staff, students and community partners through offering at least one <em>Undoing Racism</em> workshop per year for the next 3 years.</td>
<td>Multi-year Leadership Framework Cross Cultural Competency</td>
</tr>
<tr>
<td></td>
<td>• Enhance educational opportunities around social issues (e.g. community chat series, guest lectures, student conferences).</td>
<td>Multi-year Leadership Framework Cross Cultural Competency</td>
</tr>
<tr>
<td></td>
<td>• Enhance development opportunities &amp; alumni engagement around service programs.</td>
<td>Multi-year Leadership Framework</td>
</tr>
<tr>
<td></td>
<td>• Conduct an annual orientation for community partners using Baylor students, faculty, or staff resources to ensure quality programs and projects.</td>
<td>Multi-year Leadership Framework</td>
</tr>
<tr>
<td></td>
<td>• Continue nutrition initiatives in Waco I.S.D., churches, and community agencies to encourage Healthy Futures through campus partnerships.</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Academic Partnerships</td>
<td>• Develop a Peer Leader/ Community Engagement course for CES student leaders to be in leadership minor, poverty &amp; social justice minor, or civic education &amp; community service program.</td>
<td>Multi-year Leadership Framework Cross Cultural Competency</td>
</tr>
<tr>
<td></td>
<td>• Increase the number of faculty sponsors for discipline-based service internships.</td>
<td>Multi-year Leadership Framework</td>
</tr>
<tr>
<td></td>
<td>• Establish a curriculum requirement for discipline-based service internships to ensure academic rigor.</td>
<td>Multi-year Leadership Framework</td>
</tr>
<tr>
<td></td>
<td>• Develop framework for the Community Health Fellow Program aligning the program to at least one academic department to increase capacity for long-term sustained community service with an emphasis on community health with strategic &amp; intentional faculty and community partnerships.</td>
<td>Health and Wellness</td>
</tr>
</tbody>
</table>
### Leadership Development

- Invest in professional development opportunities and training for student leaders of CES-sponsored initiatives as well as student workers/interns (e.g. Bridges training, SSJ rally).

- Develop and launch the framework for a portfolio to be completed by all Graduate Assistants and Student Interns in the Civic Engagement and Educational Development Area.

- Launch the *FIVE TO THRIVE* campaign as infrastructure to increase capacity for long-term sustained community service with strategic & intentional partnerships.

- Develop structure and processes for CES-sponsored student organizations (SW, SO, BB, & IJM).

### Service & Engagement

- Create an ongoing partnership with a Neighborhood Association adjacent to the Baylor campus to connect the campus and our nearest neighbors in meaningful and productive ways.

- Partner with the City of Waco’s *From Poverty to Prosperity* program to provide students, faculty, and staff with the resources and interest in meeting the community’s needs.

### Community Engagement and Service Approach to Assessment:

Community Engagement and Service understands that assessment is an iterative feedback process for **continual program improvement**, based on the model shown below. The assessment cycle is an integral part of transformative education. It provides an ongoing mechanism for challenging tacit assumptions about program effectiveness, identifying conflicting program elements, and assuring that student learning outcomes are met.

As shown in the graphic below, our approach to assessment involves four steps:

*Step one* is to define intended learning outcomes: more specifically, what do we want our students...
to know, do or value as a result of participating in Wellness programs?

*Step two* is to measure the extent to which participants achieve the learning outcomes.

*Step three* is to interpret the results to identify areas for improvement.

*Step four* is to use the identified areas for improvement to revise programming in order to increase student learning.

**Community Engagement and Service Assessment Plan for Continuous Improvement**

Community Engagement and Service will adopt a three-year assessment cycle to comprehensively assess each program it offers. Each assessment will intentionally measure the extent to which each program meets the intended learning outcomes.

Year 1: Education & Advocacy

Year 2: Academic Partnerships

Year 3: Leadership Development

Year 4: Service & Engagement

<table>
<thead>
<tr>
<th>Education &amp; Advocacy</th>
<th>2013-14</th>
<th>2017-18</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Development</td>
<td>2015-16</td>
<td>2019-20</td>
<td>2023-24</td>
</tr>
<tr>
<td>Service &amp; Engagement</td>
<td>2016-17</td>
<td>2020-21</td>
<td>2024-25</td>
</tr>
</tbody>
</table>