



DukeEngage 2022: Building on Impact

A strategic plan to guide the next five years of DukeEngage

DukeEngage 2022

Duke UNIVERSITY

From the Executive Director

NOVEMBER 2017

Dear Friends:

Welcome to *DukeEngage 2022: Building on Impact*. The writing of this strategic plan, coinciding with the 10th year of DukeEngage, has been a welcome occasion for all of our stakeholders to look back and look ahead. It has been a time for us to take stock of our progress and accomplishments, and think carefully about our greatest aspirations.

The six goals laid out in our new plan will guide us over the next five years. We have placed the Duke student who seeks to better understand the world around them and the role they play in it at the center of the plan. Though DukeEngage occurs during just one summer of a Duke education, it is our goal to infuse our mission and values more deeply into the full four years and three summers undergraduates spend on campus. We will do so by refining student learning objectives, linking our most effective experiential education practices more closely to Duke's undergraduate curriculum, and expanding career and civic exploration opportunities to our program alumni.

To better serve the DukeEngage student, we will work to elevate and expand the effective practices that we have developed since 2007. We will promote the research and teaching of the faculty leading our programs and the intersections with DukeEngage themes and programs. We will continue working with our co-educator community partners around the world to articulate principles of partnership that deepen students' volunteer service experiences.

We also look forward to growing our programs geographically and pedagogically, using the expertise of Duke faculty and bringing new strategies to bear in our engagement with an increasingly diverse global community. We will share what we learn with colleagues at Duke and those working in civic engagement at peer institutions in the United States and abroad.

So many parts of Duke have supported and nurtured DukeEngage. Increased University emphasis on and embrace of experiential education has allowed "cousin" programs such as Bass Connections and DukeImmerse to grow along with us, and benefit from a coordinated University effort around travel, health, and safety. The multi-faceted support of those who lead our school has enabled us to build a DukeEngage program that has enrolled nearly 25% of current graduating classes. DukeEngage has reshaped how University leaders understand the variety of ways and places undergraduates can learn.

It has been my great pleasure to be a part of DukeEngage since its founding in 2007 and to have closely witnessed the learning and development of students and the problem-solving of communities. We are committed to realizing fully the potential of this strategic plan and to redoubling our commitment to using the resources of our great University well. I look forward to the coming five years and welcome you on this next part of our journey.

Sincerely,



Eric J. Mlyn, Ph.D.
Peter Lange Executive Director, DukeEngage
Assistant Vice Provost for Civic Engagement, Duke University



Executive Summary

DukeEngage is a global, co-curricular, immersive, civic engagement program that brings students and communities together to learn about and address critical societal issues. Since 2007, we have seen the learning and growth that occurs when education leaves the classroom and students are challenged to see the world and their place in it in new ways.

Over the last 10 years, more than 4,000 Duke undergraduates have served 1.25 million volunteer hours with more than 600 community partners in 37 U.S. cities and 79 countries around the world. The goals laid out in the inaugural DukeEngage strategic plan, *DukeEngage 2017: A Blueprint for Broader and Deeper Engagement*, have guided the program's work and global engagement with students, faculty, and partners.

The diverse voices of our stakeholders informed the aspirational goals of our new strategic plan, *DukeEngage 2022: Building on Impact*. Good resource stewardship and an abiding commitment to inclusivity are underlying principles that always guide us. The goals of this new plan enhance DukeEngage's already effective practices and develop new dimensions that strengthen its mission, values, learning, and stewardship.

BY 2022, DUKEENGAGE WILL:

1. Increase the impact of DukeEngage on students' personal, academic, and professional trajectories by developing a year-round series of programs and opportunities, DukeEngage 365.
2. Deepen community partner engagement with the clear articulation of principles of partnership that amplify the co-educational role of host communities and organizations, and increase community partner participation in DukeEngage events and National Advisory board work.
3. Amplify the contributions and scholarship of Duke faculty as they relate to DukeEngage themes and experiences, and develop opportunities for professionals entering the higher education civic engagement field.
4. Articulate the student learning objectives that link the experiences and practices of DukeEngage more formally to Duke's undergraduate curriculum, highlighting the academic connections of programs and using e-Portfolios to document student learning in the field.
5. Promote new and expanded program opportunities and pedagogies by determining the best role of political engagement and community-based research within DukeEngage programming, and by developing new rural, U.S.-based programs.
6. Be recognized as a leader in the field of higher education civic engagement through intentional sharing of program practices and resources, and increased participation in national and international dialogues.

Over the last 10 years, more than 4,000 Duke undergraduates have served 1.25 million volunteer hours with more than 600 community partners in 37 U.S. cities and 79 countries around the world.

DukeEngage 2022: Building on Impact

CORE STRATEGIC GOALS FOR 2022

1 DEEPER STUDENT IMPACT THROUGH YEAR-ROUND ENGAGEMENT

DukeEngage 365 offers student participants a year-round calendar of opportunities to explore and develop civic, professional, and personal interests before and after their service summer.

2 STRONGER PRINCIPLES OF PARTNERSHIP WITH A COMMUNITY OF CO-EDUCATORS

DukeEngage collaborates with nonprofit organizations through articulated principles of partnership that acknowledge the strength of the community co-educator role.

3 EXPANDED FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

DukeEngage invests in the professional development of faculty by promoting research accomplishments and designing opportunities for young scholars.

4 ELEVATED ROLE IN THE UNDERGRADUATE CURRICULUM AND STUDENT LEARNING

DukeEngage articulates student learning objectives that support students' academic growth and align even more closely with the University undergraduate curriculum.

5 EFFECTIVE STRATEGIES FOR LEARNING THROUGH PARTNERSHIPS

DukeEngage program themes and pedagogies promote effective strategies for learning through partnership in a more diverse set of global communities.

6 RECOGNITION AS A LEADER IN CIVIC ENGAGEMENT AND EXPERIENTIAL EDUCATION

DukeEngage is recognized as a leader in the promotion of civic engagement and experiential education practices in higher education.



Preface:

DUKEENGAGE AND UNDERGRADUATE EDUCATION

Instead of standing apart from problems and denouncing them, what if you engaged them, took an active role in them, brought your best energies to bear on them?... And instead of washing your hands of problems thought beyond hope or help, what if you mobilized others, pulled together their different forms of talent and intelligence, and found what you could accomplish together?

— President Richard Brodhead, Duke University Baccalaureate Address, May 11, 2012

MORE THAN FIVE YEARS AGO, as we crafted our first DukeEngage strategic plan, President Richard Brodhead, the ninth president of Duke University, delivered the words above to the Class of 2012 on the eve of their graduation from Duke. The Class of 2012 was the first class at Duke for which DukeEngage was a regular part of their University experience; they arrived on campus in the fall of 2008 to the stories of DukeEngage alumni and became participants themselves in the summers of 2009, 2010, or 2011. These students were challenged to use knowledge in the service of society, working in partnership with communities in Durham and around the world, exploring how their Duke education could be brought to bear addressing literacy education, environmental conservation, global health, economic development, disability advocacy, and other civic themes.

Today, in 2017, it is no less important for students, and for higher education, to be actively engaged in addressing critical societal issues – to bring together the knowledge of a campus and the expertise of community members to work together on important questions. Duke University's new president, Vincent Price, recently captured this challenge in his fall 2017 inaugural address:


Our new century demands that we prepare ourselves for a diverse and often chaotic world, whose challenges, controversies, and crises do not stop at Duke's gates. We need to work together to defend – even seek out – voices that are different from our own. This is hard work, but if we are to heal the divisions in the world we have to open ourselves, honestly and deeply, to a diversity of perspectives.

Investing in learning that is student-centered but globally-oriented and emphasizing problem-solving for the pressing social issues of the day have the potential to spur lifelong involvement in civic engagement. In this model of learning, students are challenged to see the world around them and their own contributions to that world in more nuanced terms; by engaging difference, whether in terms of culture, geography, economy, or politics, DukeEngage students are better positioned to understand themselves and their ability to contribute to the world. Students who participate in DukeEngage discover new perspectives and experiences through which to analyze and evaluate the information around them; they develop their skills and knowledge, and they begin to shape long-term civic contributions. DukeEngage contributes to their understanding of themselves as lifelong learners who look to many sources of knowledge and wisdom.

Over the last 10 years of our work, we have witnessed how learning and growth occur when education goes beyond the classroom. Through DukeEngage programs and projects, technology improvements have been implemented, buildings have been erected, policies and data have been analyzed. Our students have seen concepts they discussed in their coursework come to life as they repaired hospital equipment, taught English, mastered new languages, developed nonprofit marketing strategies, and replanted wetlands. More importantly, they have worked side-by-side with members of new and diverse communities around the world, and they have learned the value of different perspectives, as well as local knowledge and expertise as their understanding of social issues was enriched.

Civic engagement is a core value of Duke and DukeEngage. Since 2007, DukeEngage has remained committed to:

- fostering experiences that promote cross-cultural respect, appreciation, and understanding;
- applying knowledge creatively and across borders;
- leveraging relationships and resources for the common good;
- articulating and implementing solutions to problems at micro and macro levels; and
- promoting active commitments to lifelong learning and civic and societal engagement.



In the next five years, we will renew our commitment to work productively with our students, faculty, and community partners. We will continue to educate Duke students with partners in the United States and abroad in order to elevate and expand our commitment to cross-cultural partnerships, global learning, and using knowledge in the service of a global society. We will leverage the resources that exist on campus and among our global stakeholders as we develop new programming opportunities, and we will work closely with development and fundraising partners to solicit support that advances DukeEngage.

From Blueprint to Model Program: DukeEngage, 2012 to 2017

Five years ago, in the fall of 2012, DukeEngage launched its first strategic plan, *DukeEngage 2017: A Blueprint for Broader and Deeper Engagement*, reflecting what we had learned in our first five years.¹ We chose goals that recognized our diverse stakeholders: our students, faculty, and community partner co-educators. Much was accomplished with the guidance of our first plan. (Key accomplishments are highlighted on page 7.)

What Guides Our New Plan



OUR PLAN FOR THE NEXT FIVE YEARS is informed by the many voices of our stakeholders, as well as the enduring guidance of our mission statement and values.²

OUR MISSION

DukeEngage empowers students to address critical human needs through immersive service, in the process transforming students, advancing the University's educational mission, and providing meaningful assistance to communities in the U.S. and abroad.

OUR VALUES

Before, during and after DukeEngage, we encourage students to think critically about our program values and incorporate those values into their application, their summer work, and their ongoing reflective thinking.

DukeEngage values:

- Education through immersive civic engagement as the fundamental goal of our work.
- Community-driven service with our U.S.-based and international community partners as a means to addressing pressing human needs.
- Students who pursue their service with humility, respect, and curiosity and who seek to understand how global inequalities shape our world.
- Ongoing service by its students to local, national, and international communities.
- Responsible stewardship of financial, environmental, and human resources.

RECOMMITTING TO INCLUSIVE PRACTICE, COMMUNITY PARTNERSHIP, AND REFLECTION

In addition to our mission and values, we entered our current strategic planning period with the commitment that several practices must be central to our model as we evolve over the next five years.

First, we will maintain our commitment to offering fully-funded DukeEngage experiences to a wide cross-section of Duke undergraduates. Because students do not need to worry about funding, DukeEngage has been successful in enrolling a participant pool that largely mirrors the demographic composition of campus. Ensuring the diversity of student participants and perspectives is important to the DukeEngage mission and values. While overall enrollment growth is not a goal of this plan, continued development of experiences of consequence for students and community partners remains central.

¹ Read *DukeEngage 2017: A Blueprint for Broader and Deeper Engagement* on our website.

² Read more about our strategic planning process in Appendix A.

ACCOMPLISHMENTS OF DUKEENGAGE, 2012-2017

CURRICULAR CONNECTIONS	
GOAL AREA: Participate in the development of a curricular or transcript designation for civic engagement	ACCOMPLISHMENTS: <ul style="list-style-type: none"> Created the Civic Engagement and Social Change (CESC) experiential certificate and enrolled 15 students Supported experiential certificates (sustainability, innovation, and ethics) and fieldwork (public policy and global health)
Develop prerequisites and follow-up to each DukeEngage experience as part of establishing curricular pathways	<ul style="list-style-type: none"> Identified 90+ courses DukeEngage students have taken in order to follow up on DukeEngage experiences Several new programs require students to engage in pre- or post-program academic courses or independent studies
FACULTY ENGAGEMENT	
GOAL AREA: Have a significant leadership or advisory role in 60% of DukeEngage programs serving by 2017	ACCOMPLISHMENTS: <ul style="list-style-type: none"> Created a faculty fellow position Summer 2017: 87% of our group programs had faculty leadership; 63% led by Duke faculty and 24% supported by Faculty Fellows working with third-party programs
COMMUNITY PARTNERSHIP	
GOAL AREA: Host one actual or virtual conference that brings together members of the Duke community and DukeEngage's community partners	ACCOMPLISHMENTS: <ul style="list-style-type: none"> Hosted two on-campus DukeEngage community partner conferences in March 2015 and November 2017 March 2015: 30 community partners from the U.S. and around the world discussed partnership dynamics and effective practices for student engagement November 2017: 32 community partners from the U.S. and around the world discussed effective practice, principles of partnership, and partners as co-educators
U.S. ENGAGEMENT	
GOAL AREA: Increase the share of group programs in the United States	ACCOMPLISHMENTS: <ul style="list-style-type: none"> Grew to approximately 40% the number of students serving in U.S.-based programs Expanded the number of U.S. programs, adding Boston, San Francisco, Orange County, Detroit, Miami, and Kauai
ENROLLMENT GROWTH	
GOAL AREA: Recommit to the goal of enrolling 600 students annually by 2017	ACCOMPLISHMENTS: <ul style="list-style-type: none"> Maintained an annual enrollment target of 425 students in light of financial and budgetary constraints due to the lingering 2008 recession
RESOURCE DEVELOPMENT	
GOAL AREA: Work collaboratively with University Development colleagues to identify and solicit potential donors	ACCOMPLISHMENTS: <ul style="list-style-type: none"> Exceeded by \$2 million the fundraising goal of \$20 million set for the Duke Forward Campaign Received funding from the Fortin Family Foundation to support the DukeEngage Academy Received funding from the DukeEngage National Advisory Board to host the community partner conferences Received gifts honoring former President Richard Brodhead to build a re-engagement program (the Kenan Trust) and for DukeEngage-Durham (The Duke Endowment)

Second, we are strongly committed to developing and elevating the role of community partners as co-educators. Continuing our community partner conference series will be part of this work.

Third, we understand that reflection is a fundamental component of our work. We will continue to integrate reflective conversation, writing, and other practices into all of our programming, and we will strengthen the role reflection plays in other aspects of our work with students.

Renewal and Collaboration: A NEW APPROACH FOR A NEW PLAN

IN OUR PLAN FOR THE NEXT FIVE YEARS, we will focus on a series of quality enhancement initiatives and strategies that build on what we know, contribute to our further understanding of key areas of focus, and help us prioritize projects and measure progress. The proposed improvements will expand the practices used to grow and deepen our work over the last decade, while allowing us to explore new dimensions and aspects of our work that have more recently emerged. Many of the goals in this plan evolve from the understanding that, in order to be successful, our unifying priority must be to remain committed to the core of our work: to develop and offer to students immersive, experiential programs of consequence to their academic, personal, and professional development. What we lay out in the pages ahead are objectives intended to shape our work and enhance our understanding as civic engagement educators.

OUR UNIFYING PURPOSE

DukeEngage is a global, co-curricular, immersive, civic engagement program that brings students and partners together to learn about and address critical societal issues from diverse perspectives. We offer civic experiences through experiential learning to advance these outcomes because we understand that learning outside the classroom enhances students' perceptions of their world and their place in it.

Building on Impact DUKEENGAGE STRATEGIC GOALS, 2017 TO 2022

AS WE DEVELOPED OUR GOALS for the next five years, we built upon the guiding principles and practices embodied in our programs. From this we have identified six strategic goals that will guide the next phase of our work.

GOAL 1 DEEPER STUDENT IMPACT THROUGH YEAR-ROUND ENGAGEMENT

DukeEngage 365 offers student participants a year-round calendar of opportunities to explore and develop civic, professional, and personal interests before and after their service summer.

BACKGROUND

At the heart of DukeEngage is a commitment to engage Duke students in the world through well-designed and developmentally appropriate civic engagement opportunities. In 2006, the University committee that proposed DukeEngage wrote that it would be "a signature aspect of a Duke undergraduate education, giving students cross-cultural exposure while introducing them to their own ability to make an impact in the world." DukeEngage participants develop their own human and social capital as well as understand more about their unique moral and ethical perspectives.

DukeEngage participants continue to seek additional opportunities to prepare for and build on their summer experience. Although we have increased such programming over time, there remains room for growth. Our student alumni's specific requests for pre- and post-program opportunities – such as providing greater career exploration or ongoing service opportunities – represent a significant change and will challenge our staff to develop new types of responsive programming.

OUR CURRENT WORK

Most of our student re-engagement efforts focus on prior participants. Currently, DukeEngage offers several re-engagement programs for returned students:

- DukeEngage guiDEs – a student advisory group that assists with recruitment, marketing, and special events and projects
- DukeEngage Academy Leaders (DEALs) – a student-leadership group that assists with the Fortin Foundation DukeEngage Academy as alumni presenters and mentors
- Research in Practice Program (RIPP)-Engage (2010-2017) – a post-DukeEngage summer service and research program that allowed students to return to their DukeEngage host communities or engage in similar service with a U.S.-based partner.

DukeEngage participants develop their own human and social capital as well as understand more about their unique moral and ethical perspectives.

Pre-experience programming for accepted students is limited to the Fortin Foundation DukeEngage Academy and program-specific pre-departure training sessions. Offerings focused thematically on the development of civic, professional, and personal skills are similarly limited, and it is here where we see an opportunity for a strategic shift with major impact.

OPPORTUNITIES FOR GROWTH

Much of the learning that occurs during the DukeEngage experience results from opportunities to address complexity, diversity, and change in the wider world. DukeEngage alumni report their experiences have contributed to and amplified:

- a better understanding of individual fields of study
- knowledge of cultures and communities
- a sense of responsibility to others and oneself
- understanding of social and global issues
- the importance of teamwork
- creative and critical thinking
- the importance of lifelong learning.

The primary challenge we expect to encounter in expanding academic year programming and engagement options in our new DukeEngage 365 model will be designing high-interest, high-quality opportunities that attract students who have many other commitments. Approximately 25% of DukeEngage participants travel almost immediately from their summer program or project to a study away program, limiting their ability to re-engage on campus in a timely way with the issues and people they encountered during their summer of service.

WHY THIS GOAL WILL ELEVATE OUR PRACTICE

We strive to have students develop a better and more nuanced understanding of themselves as civic actors and young professionals. We want our students to see DukeEngage as a keystone in their undergraduate education, expanding their understanding of critical issues and their role in addressing them.

Enhancing our student development practices, with an emphasis on helping students synthesize and share their learning and intentionally develop their personal, leadership, academic, and professional skills, will magnify the impact of the DukeEngage experience. Through a rich and meaningful array of academic year opportunities – such as sustained, local volunteer engagement, individual and group professional development opportunities, and other thematically oriented programming organized with our partner University centers and departments – we will develop a national model for civically centered student development.

ADVANCING TO DUKEENGAGE 2022

DukeEngage will establish DukeEngage 365, a year-round calendar of civic, professional, and personal development opportunities for students, building on the effective practices of the last five years and exploring further avenues for engagement and participation. We will promote a larger set of programming opportunities that:

- support specific development outcomes emphasizing students' understanding of future goals for civic, professional, and personal engagement
- are organized in clusters focused on personal, academic, leadership, and professional skills
- are varied in time commitment to meet the needs of students
- expose students to high-impact professional and civic practices
- continue the direct service and issues engagement of DukeEngage summer programs or projects.

To that end:

1 DukeEngage will expand programming that encourages students to engage with the themes of DukeEngage in the semesters prior to and after summers of service. We will work with program directors to identify and develop robust community partners in Durham for continued volunteer engagement, through specifically designed group or individual service opportunities based on community partner needs and student skills. We will look for opportunities that allow students to continue their civic engagement and call on students to synthesize and share their experiences.

To benchmark our success, we will:

- Implement at least one ongoing engagement program for prospective participants and program alumni.
- Identify appropriate partnerships that will support DukeEngage 365 funding needs.

2 DukeEngage will increase programming to foster career exploration, with an emphasis on employment in public service and the third sector. We will implement a series of preparation and re-entry activities exploring career connections between DukeEngage programs and various professions. At present, our ability to expose students to public service and nonprofit careers has been limited to the DukeEngage Academy, events on campus, and informal networking opportunities. We will re-establish a post-service professional development trip to Washington, D.C., for students to learn first-hand about those sectors, and more directly connect students to career opportunities and professionals. This trip will be sequenced with additional opportunities to engage students in local discovery of public service careers. We will also promote opportunities for students to understand how careers outside of public service or nonprofit sector contribute to the civic landscape of communities. Further, we will look for opportunities to draw community partners into career networking and professional development events on campus, complementing the work of Duke's Career Center.

We will also expand students' professional development by funding alumni participation in professional and academic conferences related to their career and scholarly interests and DukeEngage experiences, allowing them to build on what they have learned and exchange knowledge with others.

To benchmark our success, we will:

- Identify a range of opportunities for students to learn about public service and the third sector and will host at least three professional development trips in five years.
- Identify and secure sufficient funding to sponsor annually a representative cross-section of program alumni to attend and present at national and international conferences.
- Work with campus and alumni partners, as well as our extensive stakeholder community, to look for endowment and funding partnerships that will support student learning, participation, and opportunity planning.

3 DukeEngage will develop dialogue opportunities to encourage students' critical examination of their own understanding of equity, justice, and citizenship. DukeEngage is an experience that enriches students' personal development and is seen by stakeholders as essential for developing students' moral agency and perspectives on equity, justice, civic participation, and ethics. We know that our programs ask deeply reflective questions; students confront inequalities in the communities in which they live and ask questions of the institutions and individuals with whom they work. Through this process, students report a better understanding of the global and social issues they confront, as well as how they can respond to those issues. This type of learning is critical to students' moral, ethical, and personal development as they exercise their global citizenship and make their contributions to society.

To benchmark our success, we will:

- Infuse DukeEngage 365 with pre-departure, on-the-ground, and post-program reflection and events for students, program leaders, and community partners to examine concepts of moral agency, justice, democratic citizenship, ethics, and ongoing engagement.
- Work with our stakeholders to understand how personal identity and lived experience influence perceptions of agency, citizenship, and place.
- Work with practitioners at Duke and other institutions to ensure that the questions we raise, the activities we develop, and the events we hold give voice to a diversity of perspectives and practices, and that our work does not presume to elevate a particular strategy of engagement or involvement.

GOAL 2 STRONGER PRINCIPLES OF PARTNERSHIP WITH A COMMUNITY OF CO-EDUCATORS

DukeEngage collaborates with nonprofit organizations through articulated principles of partnership that acknowledge the strength of the community co-educator role.

BACKGROUND

An enduring criticism of the field of higher education civic engagement has been the absence of community partner agency in developing projects, contributing to student learning, and owning project outcomes. Our work with community partners is mindful of the disparate levels of power that may be present when students from an institution like Duke bring expectations to communities about which they have limited knowledge and projects for which they are less-than-expertly skilled. Nevertheless, our partners have indicated that students have made positive contributions in their host communities; to date, better than 90% of our community partners have indicated that they wish to continue their partnership with DukeEngage students.

At our inaugural community partnership conference in 2015, we heard several clear messages from our community partners. They asked for:

- more reciprocal communication to understand our program goals, operations, and challenges
- acknowledgement as co-educators in the development of students and the direction of projects
- greater access to the knowledge and expertise of other Duke program partners and University experts.

OUR CURRENT WORK

Since our first community partner conference, we have worked to better communicate with and integrate our partners into the work of DukeEngage. At the conclusion of the conference, we produced a set of six follow-up items to guide our work through the conclusion of our current strategic plan, including providing assessment data, developing principles of partnership, sharing effective practices, and expanding communication and networks.

As a result, our current partnership practices include regular site-visit meetings, expansion of the Community Partner Impact Survey, an active listserv, co-research on effective practice, and participation in the Fortin Foundation DukeEngage Academy.

OPPORTUNITIES FOR GROWTH

It is the goal of DukeEngage programs and projects to make meaningful, tangible changes through collaborative work with partner organizations and communities where organizations reside. The integration of community partners into the administrative and program development work of DukeEngage poses some logistical challenges. The structure of our academic calendar is not always suited to the work of community partner organizations; our decision-making and implementation process can sometimes require information from partners before their own organizational cycles might yield it. We recognize that community partners are professionals, and we do not want to intrude too significantly on their time.

Perhaps the greatest growth opportunity we face in this area is the perception students bring about community partners as program leaders and educators. They view community partners as integral for immersion within the host community and service project, but not as necessary for academic understanding and development. Working with students to articulate the complementary and co-educational roles played by community partners and faculty will be important to enhancing their experiences and elevating the co-educator partnerships that are vital to DukeEngage programs and projects.

WHY THIS GOAL WILL ELEVATE OUR PRACTICE

Clearly defined partnership has been extremely beneficial to our work. We have made specific and intentional adjustments to our practices in order to share more information, communicate goals more clearly, and offer opportunities for community partner co-educators to be more involved with us. The next five years will focus on formalizing and expanding the practices that have brought us to this point. In doing so, we will ensure that program participants recognize: the depth of experience and expertise our community partners bring to their work; that community needs are at the forefront of project design and implementation; and that the academic principles of co-education are beneficial to their learning, development, and project outcomes.

ADVANCING TO DUKEENGAGE 2022

DukeEngage will integrate community partners more deeply into an even broader set of our practices.

To that end:

1 DukeEngage will elevate the co-educator role community partners hold in our program. We will more clearly define what we mean when we call our community partners co-educators, emphasizing the importance of local knowledge and professional expertise when doing immersive civic engagement work. We will collaborate with program leaders to better articulate the contributions and leadership provided by community partners. We will expand the on-campus participation of community partners in the pre-departure and post-program events of DukeEngage.

To support this integration, we will develop a national advisory role for two community partners, reserving one seat for a U.S.-based partner and one for an international partner on the DukeEngage National Advisory Board.

To benchmark our success, we will:

- Adopt and publicize a definition of community partner co-education in our program, suggesting a variety of ways in which community partners might be brought into educational roles, enrichment and reflection support, and post-program contact or mentorship.
- Name the practices each program uses to integrate community partners into co-educator and program collaborator roles.
- Demonstrate increased partner participation in program events.
- Name two inaugural National Advisory Board members by Fall 2019. As we consider candidates, we will ensure participants represent the diversity of our partners.

2 DukeEngage will work with community partners, program leaders, and student participants to articulate a set of principles of partnership. We will begin our discussion with the five core values already endorsed by community partners and program leaders: asset-based, community-based, reciprocal, respectful of diversity, and promoting practice of humility and reflection (for definitions, see Appendix B).

To benchmark our success, we will:

- Collaborate with our partners to develop, write, and publicize partnership principles in language that is clear and accessible.
- Work with partners and program leaders to translate and describe the principles in the languages of our host communities.

3 DukeEngage will continue our biennial community partner conferences at Duke University. These gatherings allow us to meet partners for in-depth formal and informal conversations. They also provide us with the opportunity to enrich our partners' networks, and they open a dialogue for sharing knowledge and effective practices. Additionally, the conferences are opportunities to integrate community partners more deeply into our student pre-departure preparations and post-program reflections.

To benchmark our success, we will:

- Host two more community partner conferences.
- Identify sources of funding that will allow us to bring more partners to campus, lengthen the duration of the conferences, or bring more resources (such as keynote speakers, outside experts, and webinar technology to expand our capacity) to our gatherings.
- Share and publish the proceedings for the larger community of higher education civic engagement following each of the conferences.

GOAL 3 EXPANDED FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

DukeEngage invests in the professional development of faculty by promoting research accomplishments and designing fellowship opportunities for young scholars.

BACKGROUND

The successful development and administration of DukeEngage programs depends on the relationships we enjoy with Duke faculty. Faculty program leaders not only develop programs through their work with community partners, they also participate in preparation meetings, pre-departure training, and re-entry events. DukeEngage programs are unique opportunities for faculty to work collaboratively and directly with a diverse population of students and to bridge the gap between scholarship and practice. As a result, for many of our faculty leaders, there is a deep and scholarly investment in the impacts and outcomes of their DukeEngage program or project.

OUR CURRENT WORK

Ahead of summer 2018, all DukeEngage group programs are affiliated with a member of the Duke teaching faculty. Faculty suggest the recommended and required curricular courses for participation. They also mentor independent project participants, helping to shape project design and communicating with students during the summer. Our Faculty Advisory Board advises DukeEngage on the curricular direction of our program overall, contributes to our understanding of the evolving academic landscape at Duke, and connects us more broadly to the faculty at large.

Over the last five years, we have promoted the scholarship of several program leaders. For example, DukeEngage has publicized books written by our faculty. We have also supported the work of our faculty and student alumni to bring community partners to campus, to highlight ongoing investment in partner communities, and to promote the scholarship and research that emerges from programs and projects.

OPPORTUNITIES FOR GROWTH

Faculty members who develop and lead DukeEngage programs do so in addition to their regular teaching, research, and service responsibilities, and we are cognizant of the additional demands DukeEngage places on their time. We recognize that the decision to lead a DukeEngage program or to mentor independent projects represents time spent away from research, teaching, and administrative work. It can be especially difficult for new faculty to make time to partner with us at the start of their careers. Developing an accessible pathway for young faculty to become linked with DukeEngage will be important to sustaining long-term faculty interest and investment in our programs.

WHY THIS GOAL WILL ELEVATE OUR PRACTICE

Our investment in faculty will enhance existing partnerships and expand the opportunities for collaboration and engagement with faculty members with whom we have not yet worked. We will build on the larger community of civic engagement and experiential learning practitioners on campus. Amplifying the work and scholarship of our faculty partners will allow us to better recognize the contributions faculty make to the DukeEngage experience.

We will also strive to promote among new faculty and researchers a continued interest and investment in experiential learning, community and civic engagement, and service-learning scholarship that will support the future of DukeEngage – preparing new faculty to contribute to our programs, mission, and values.



ADVANCING TO DUKEENGAGE 2022

DukeEngage will elevate the efforts and impact of faculty and their work through programs and projects.

To that end:

1 DukeEngage will recognize the research of faculty as it relates to their DukeEngage programs and projects, and will promote and publicize the publication of faculty research. We will identify appropriate campus and external funding partners in an effort to support publication with small grants when faculty research intersects with DukeEngage themes or geographies, to host events linking research to program practice, and to integrate community partners and student alumni into faculty publications.

To benchmark our success, we will:

- Point to a growing and diverse body of faculty research linked to DukeEngage.
- Capture this research on our website, linking to the development of a white paper series.
- Point to a series of events showcasing the research and teaching of faculty as it relates to their DukeEngage leadership.

2 DukeEngage will explore and implement practices that better link the work of faculty to DukeEngage programs and the undergraduate curriculum. Strategies that may be implemented, based on the interest of our faculty community, the feasibility of fundraising, and the capacity of our staff, include:

- Sponsoring or co-sponsoring a visiting professorship whose teaching supports DukeEngage preparation and re-entry programming, the Civic Engagement and Social Change Certificate, or courses on effective practice and pedagogy.
- Offering course development grants for the creation of new academic classes that support DukeEngage broadly or a specific program or project.
- Calling on our Faculty Advisory Board to advise DukeEngage about the most effective practices to implement, promote, and support high-impact pedagogies used by our faculty in their research and teaching, and in their DukeEngage leadership – and document those practices.

To benchmark our success, we will:

- Establish at least one new faculty engagement initiative from the proposals above or through stakeholder collaboration.
- Cite new examples of DukeEngage links to research and teaching, and document the impact of DukeEngage program leadership in these areas.

3 DukeEngage will contribute to the learning and professional development of new and future faculty members through the creation of a fellowship for a post-doctoral candidate or advanced doctoral graduate student with an interest in civic engagement, experiential learning, and/or community-based research. The fellow will join our office to assist with program development, leadership, and student mentoring, and conduct research on effective practice, program impact, and developments in the field of higher education civic engagement.

To benchmark our success, we will:

- Work with campus and external stakeholders to identify appropriate resources to create and implement at least one fellowship opportunity for a post-doctoral candidate or advanced doctoral graduate student.
- Identify the professional development outcomes likely for such an opportunity.
- Document the impact and scholarship of the fellow as part of our programming.

GOAL 4 ELEVATED ROLE IN THE UNDERGRADUATE CURRICULUM AND STUDENT LEARNING

DukeEngage articulates student learning objectives that support students' academic growth and align even more closely with the University undergraduate curriculum.

BACKGROUND

Students do not receive academic credit for their participation in DukeEngage, nor is their participation linked formally to a course or academic program of the University. Certainly, our co-curricular structure allows us many program benefits and increases our responsiveness to project needs and community partner concerns. Nevertheless, we understand that our role as an educational program requires us to be attentive to the goals and objectives of the undergraduate curriculum.

OUR CURRENT WORK

In our first strategic plan, we sought to tie programs more closely to the Centers, Schools, and Institutes on campus. Our program in Korea, which is linked to the Department of Asian and Middle Eastern Studies, is an example of our success in this area. Several of our programs have carved out their own ties to the undergraduate curriculum through more explicit channels. DukeEngage-Togo, for example, requires students to complete an independent study prior to participating and encourages students to follow their summer of service with a second independent study. Moreover, DukeEngage programs and projects support a growing number of academic experiences and fulfill experiential and internship requirements of many majors, minors, and certificate programs, including ethics, sustainability, innovation and entrepreneurship, and civic engagement and social change. Students also use DukeEngage to fulfill requirements for fieldwork in areas including global health, public policy, and environmental science.

Beginning in 2016, individual DukeEngage programs articulated learning objectives for students and community partners. (Find example learning objectives in Appendix C.) These program-specific learning objectives encourage students to understand the academic, social, economic, political, and cultural dimensions of their service and to link DukeEngage programs and projects to the development of skills sought by 21st century employers, such as critical thinking, teamwork, and project management.

OPPORTUNITIES FOR GROWTH

The learning that takes place before, during, and after DukeEngage is both strongly academic and deeply individual. As such, as we work to elevate DukeEngage's role in undergraduate learning and the curriculum, we will be responsive to both the academic and the individual learning that occurs during programs.

WHY THIS GOAL WILL ELEVATE OUR PRACTICE

DukeEngage is committed to actualizing our academic practices and curricular connections, by formally articulating, aligning, and evaluating our work using specific objectives developed in collaboration with our stakeholders. Heightening our seriousness of purpose and communicating that purpose to our stakeholders will encourage increased intentionality, allow for deeper reflection on learning, and expand our conversation about the diversity of goals of DukeEngage. Additionally, documenting student learning objectives will more closely link program and project opportunities to the goals and outcomes of different academic disciplines and enhance the academic impact of our programs.



ADVANCING TO DUKEENGAGE 2022

DukeEngage will articulate and formalize the student learning objectives before, during, and after summers of service.

To that end:

1 DukeEngage will recognize and promote those programs with explicit academic, programmatic, and course connections. We will work with leaders and mentors of programs and projects already connected to the undergraduate curriculum to develop guidelines for new academic links. We will be attentive to the evolving curriculum of the University, and we will work with departments and programs to identify reciprocal learning opportunities, such as embedded DukeEngage programs or projects, formalized fieldwork or internship opportunities, research labs or independent studies, and course pathways.

To benchmark our success, we will:

- Develop and make available to faculty proposing programs a series of guidelines and effective practices for embedding DukeEngage programs in the curriculum.
- Create a broad and diverse catalog of academic opportunities and options.
- Be seen as a source of learning to support experiential certificates in new academic programs and expand our role providing internship and fieldwork support.

2 DukeEngage will tie our learning objectives to student learning objectives of the University. Six student learning objectives of the University were identified by stakeholders as most closely tied to the work of DukeEngage. They are: acquiring knowledge of humanity, society, and culture; developing civic engagement or knowledge in the service of society; developing critical thinking; developing ethical reasoning; developing personal and social responsibility; and learning in a small group environment. We will define the scope of these learning objectives for DukeEngage, articulate how they are practiced, adjust our program models to explicitly align with one or more of them, and modify our evaluation and assessment methods to measure developments and influences in these areas.

To benchmark our success, we will:

- By 2020, define and articulate a set of student learning objectives for DukeEngage generally.
- Set learning objectives that are both pragmatic and aspirational, meeting students where they are and pushing them to think more critically about their experiences.
- Articulate student learning objectives that can be achieved through a diverse set of program practices and engagement levels.
- Work with our stakeholder communities to understand better how said objectives represent the diversity of DukeEngage experiences and take into account the developmental trajectory of our students.

3 DukeEngage will develop the use of e-Portfolios as a way to document student learning and connect DukeEngage experiences to the curriculum and to students' personal, academic, and professional goals.³ We believe the integration of e-Portfolios with DukeEngage experiences will significantly improve students' ability to link their experiences to other aspects of their Duke education. Over the next five years, we will introduce a series of pilot projects to design, test, and determine the feasibility of and logistical needs for implementing e-Portfolio capstones across all DukeEngage program models. We will consider how our e-Portfolio templates must be designed in order to respond to a variety of students' individual and group work experiences. Through DukeEngage experiences, students will be able to create materials that support larger Duke portfolios, showcase projects for employers, demonstrate specific aspects of learning, and link DukeEngage to experiential certificates.

To benchmark our success, we will:

- Implement an e-Portfolio as the capstone requirement for independent projects students.
- Develop and successfully implement DukeEngage e-Portfolio templates for U.S.-based and international group program students to capture their group experiences and to link DukeEngage to academic or professional goals.
- Determine the feasibility of a required e-Portfolio capstone for all participants, considering dimensions of technological functionality, staff ability to respond to portfolios, and utility after DukeEngage.

³ E-Portfolios are digital collections of work (writing samples, research, photos, blogs, etc.) that document and showcase the growth of knowledge, skills, and abilities over time. They "enable students to gain deeper insights about themselves and their knowledge by examining their academic and personal experiences and the relationships among them... integrat[ing] and synthesiz[ing] what they have learned...."

GOAL 5 EFFECTIVE STRATEGIES FOR LEARNING THROUGH PARTNERSHIPS

DukeEngage program themes and pedagogies promote effective strategies for learning through partnership with a diverse set of global communities.

BACKGROUND

Our program cannot grow responsibly if we do not make adjustments to our program model and respond to the forces affecting our work, as called on by President Price in remarks upon being named Duke's tenth president:

Our particular challenge at Duke – and our great opportunity as well – is to blaze a productive and exemplary path forward, to use knowledge in the service of society as our great bonding agent ... [T]his means cultivating a willingness to leave our comfort zones, individually and collectively, and engaging new ideas and new people – indeed, even those we may find in some ways problematic or objectionable ... with mutual respect.

Our charge going forward is multifaceted. Programs must be productive. They must be exemplary models of work done well and respectfully. They must use stakeholder knowledge in the service of society locally and globally. Finally, they must engage difference, addressing at times divisive issues and themes. To do this, we will look to three specific programming opportunities: community-based research; U.S.-based programs in non-urban communities; and non-partisan political engagement programming.

OUR CURRENT WORK

Over the last five years, our program menu has responded to a variety of external forces, including the academic interests of students, the increased prominence of societal needs, and the successful work of past programs. One example is our program in Detroit, Michigan, which utilizes the curricular resources of the Duke Innovation & Entrepreneurship Initiative, as well as the local knowledge of community partners in technology, media, and community development.

We have seen the importance of a diversity of program methodologies and approaches to engagement. Our long-running program in New York City engages participating students with organizations working with and outside of political institutions. This type of engagement is not of interest to all students; however, for those for whom it is the right method of engagement, the resulting impact can be transformative and powerful.

OPPORTUNITIES FOR GROWTH

Our role as an educational program calls on us to push for the best and most effective methods of engagement and to develop a portfolio of programs that uses the knowledge of our stakeholders to create change. As we consider three areas for program growth – expanding our U.S.-based programs, a role for political programming, and community-based research – we recognize that each of these approaches brings a new set of challenges and questions to our work:

- There is a diversity of need, as well as opportunities for meaningful engagement in communities that are not urban and are much different from Duke, Durham, and our current U.S. sites.
- Our students are generally inclined to keep issues of politics separate from their civic engagement and service work through DukeEngage.
- It is necessary that our community partners be full participants in the development of research questions and methodologies, and in the interpretation and ownership of data. There must be a reciprocity of design that recognizes the assets of all stakeholders and a reciprocity of benefits among those stakeholders.

WHY THIS GOAL WILL ELEVATE OUR PRACTICE

It is in our best interest to innovate, expand, and revise our practices and partnerships to: recruit new types of DukeEngage students; expand program locations; examine critical human issues in new contexts; create deeper partner networks; and contribute new understanding to our field.



ADVANCING TO DUKEENGAGE 2022

DukeEngage will expand the scope of our work, as well as our service pedagogies and methodologies.

To that end:

1 DukeEngage will expand U.S.-based programming with an emphasis on establishing group programs and independent projects in non-urban and rural locations, building bridges between diverse populations in the United States. We will look for programming opportunities that employ pedagogies and themes relevant to students at Duke today; of specific interest are programs that integrate technology development, catalyze social innovation, and address public and global health concerns. We will fund and actively promote programs and projects that approach service in innovative ways, are in non-urban locations, and address specific community needs.

To benchmark our success, we will:

- Include in our portfolio of programs and projects rural programming that addresses critical social needs of the United States and exposes students to a diversity of viewpoints and communities.
- Look for development opportunities that direct funds to our existing programs and that help us create new programs that meet thematic criteria, espouse our principles of partnership, and build on effective practices.

2 DukeEngage will expand and elevate opportunities for non-partisan political engagement within new and existing DukeEngage programs. We will begin by showcasing the non-partisan political work of existing programs and will then elevate political engagement in our program development process. We will focus on democratic engagement, political literacy, political participation, and knowledge of civics and the processes of government. We will work to determine the potential to build non-partisan programs in conjunction with appropriate endowment and gift opportunities that enhance our practices, mission, and values.

To benchmark our success, we will:

- Point to programs and projects in our portfolio that integrate non-partisan political engagement in their larger civic engagement work.
- Articulate unique outcomes, concentrating on students' understanding of and interest in political systems and institutions.
- Point to measurable outcomes suitable to our community partners and their work.

3 DukeEngage will assess models of community-based research (CBR) used in the field of higher education civic engagement and will assess their feasibility within our mission, values, and goals. CBR is a pedagogy steeped in community-driven practice. To begin, we will assess the potential for CBR within DukeEngage by defining what it means in theory and practice; we will bring together diverse stakeholder perspectives to study what we have done in the past, effective practices in the field, and emerging points of consensus. We will develop a set of guiding principles and practices that DukeEngage program and project leaders can use to identify appropriate implementations of CBR pedagogy.

To benchmark our success, we will:

- Articulate a set of guiding principles and practices for CBR that is informed by our mission, values, and principles of partnership.
- Share what we learn with larger stakeholder communities to further the field.
- Document and evaluate the impact of CBR programs and projects through program-level case studies, if CBR programs and projects are feasible for our work.
- Look for development opportunities to identify potential funding sources interested in the practice of CBR, the dissemination of results, and the publication of what we learn in this process.

BACKGROUND

Over the last five years, the landscape of higher education civic engagement has evolved, offering us opportunities to share information with peer institutions and to work in concert to identify and address the common, emerging concerns of our field. The growing array of programming and opportunities for collaboration has highlighted the unique position our administrative model gives DukeEngage. Our network of student participants, alumni, community partners, and faculty, as well as the diversity in our programming themes and models, give us an abundance of experience and quantitative data from which we can draw to inform our work and the field of higher education civic engagement. The effective practices of our program and our peers cannot exist in individual vacuums; we feel an obligation to share what we know and learn with others seeking to do this work – and to continue learning from them as well. The importance of developing standards of practice, documenting impact on students, faculty, and community partners, and considering as a field how best to respond to challenges to our pedagogy and practice are critically important to the sustainability of the field of higher education civic engagement.

OUR CURRENT WORK

DukeEngage has consistently been an influential voice in the field of higher education civic engagement and experiential learning. Members of the DukeEngage staff are regular contributors to national conferences, workshops, and advisory boards. As conference presenters and participants, we have brought our understanding and work with DukeEngage to larger discussions, strengthening our practices through leadership and collaboration.

Additionally, our staff has shared the effective practices of our program through research and presentation. Our programming staff has undertaken significant research on effective supervisory and student engagement practices and has shared both initial results and ongoing work to implement effective practices in a number of professional venues.

OPPORTUNITIES FOR GROWTH

During our strategic planning outreach, our stakeholders reported that DukeEngage can and should do more than it currently does to share our work and discoveries. Internal and external stakeholders want to know more about how DukeEngage builds and scales its model while maintaining high standards for ethical and safe practices; specifically, our stakeholders want to learn about the administrative structure of DukeEngage and our impact results.

WHY THIS GOAL WILL ELEVATE OUR PRACTICE

In order to move our work and the work of the field of higher education civic engagement forward, we are obliged to bring our policies, procedures, and practices for discussion, critique, review, and adaptation. In doing so, we will call on our stakeholder communities to consider with us what drives our impact, to identify what may be replicable across the field, to provide feedback, and to raise questions, so that we can make our own practices better.

ADVANCING TO DUKEENGAGE 2022

DukeEngage will assume a larger and more public role in the next five years, building on our existing participation and contributions to the field.

To that end:

- 1** DukeEngage will expand its staff leadership in and contributions to national civic engagement and experiential education conferences. We will increase the number and diversity of conferences attended by DukeEngage staff each year and the leadership roles we hold, and we will contribute to the development of more conference papers.

To benchmark our success, we will:

- Document a broader range of annual participation in national conferences and identify more national field leadership positions held by DukeEngage staff, taking into account a wider array of conferences and professional organizations that address a diversity of relevant themes, audiences, and locations in the U.S. and abroad.
- Look for opportunities to include stakeholders as presenters, sharing and amplifying a more diverse set of voices that have been central to our success as we share the work of DukeEngage.

- 2** DukeEngage will share, publish, and promote more of our practitioner research, work, and impact. Beginning in summer 2018, DukeEngage will expand the data and practices we share publically with stakeholder communities.

We will:

- expand the impact reporting available on our website;
- publish results of our longitudinal student and community partner surveys; and
- publish practitioner white papers – written by our staff, program leaders, and community partners – that examine the practices that are central to DukeEngage's program model.

In developing this work, we will consider our impact and data through a number of lenses, including the diversity of our student participants, the demography of the communities with which they serve, and the methodologies incorporated into service projects. We will look to the perspectives of program leaders, community partners, and alumni to expand the scope and depth of our work and its public presentation and examination. To do this, we will identify research and other grant funding, collaborating, when possible, with appropriate research centers at Duke and within our field.

To benchmark our success, we will:

- Share biennially our data on student impact and learning, and the impact data gathered from community partners and host communities.
- Produce and disseminate periodic reports about the work of DukeEngage and the processes and practices that are central to our administrative model.

Beginning Our Work

WITH THE PUBLICATION AND DISSEMINATION of this document, we begin our work on this plan. During the first months, we will chart a course for the goals and objectives contained here; we will set timelines, develop benchmark steps, and designate personnel responsible for implementation and monitoring. We will work with our stakeholders to prioritize the plan's objectives and to determine where to begin our work.

We recognize that the success of this plan will be influenced by our ability to continue successful fundraising and development efforts. We will link our development activities to the strategic goals articulated here and work to specifically increase the size of our endowment, articulating the importance of programmatic and endowed support. Over the next five years, we will work with our development team, our National Advisory Board, and our stakeholder community to create compelling statements and persuasive communications materials, identify potential donors, solicit funding, and track results.

In particular, we will work to expand our outreach to and continued engagement with alumni of our program. Program alumni are some of our strongest and most effective supporters and ambassadors – and they will play a key role in our long-term success. Having been participants in our work, alumni are uniquely positioned to understand the programmatic needs of DukeEngage. While our outreach to them has already begun, in the coming years we will seek to better understand the extent to which our alumni can contribute to Duke and to DukeEngage.

We will strive to emerge from this plan having contributed more to the overall development and learning of students and having contributed more to our University community by elevating the work done by faculty. We will strengthen our relationships with our community partners through new principles and practices of partnership. We will contribute more intentionally and deliberately to the social issues faced by our host communities. And we will be examples of the most effective practices of using knowledge in the service of society.

Appendix A

OUR STRATEGIC PLAN METHODOLOGY

DEVELOPING THIS PLAN

OUR WORK ON A NEW STRATEGIC PLAN began unofficially in September 2016 with a DukeEngage staff retreat to begin discussions of what directions DukeEngage might take in the next five years. In particular, we discussed practices of partnership, blue-sky goals, and administrative needs. We emerged from that retreat committed to a strategic planning process that focused on issues of thematic importance to our program and to our field.

In November 2016, members of our staff led the DukeEngage National Advisory Board in a strategic planning thought exercise that focused on identifying new programming priorities and funding possibilities based on conversations that occurred at the September retreat.

Our outreach and data gathering began in earnest in the spring of 2017. We conducted a series of five stakeholder surveys targeting: leaders in higher education and civic engagement programming, Duke community members, community partner leaders and supervisors, DukeEngage program leaders, and program alumni.

Each of the surveys asked respondents to address our past work, suggest improvements for the next five years, and help us consider the trends and challenges we would face, such as the emerging role for innovation, community-based research, competing definitions of globalization, and changes in national and international political systems. Between January and June 2017, we received 150 survey responses from all stakeholder groups (from approximately 400 issued invitations).

Further, we engaged 32 DukeEngage student alumni in a series of four focus groups in March and April 2017. Student focus groups discussed the impact of DukeEngage on students' academic, personal, and professional development; challenges to U.S.-based service and program marketing; and new program opportunities in research.

Following the focus group and survey work, analysis of results began. During July and August 2017, DukeEngage staff members met to discuss findings and formulate goals based on emerging themes. Stakeholders within and external to DukeEngage were asked to provide feedback and responses to early drafts, and the finalized plan was shared in conjunction with our 10th anniversary celebrations, second community partner conference, and biannual meeting of the DukeEngage National Advisory Board.

IMPLEMENTING AND EVALUATING DUKEENGAGE 2022

IN DECEMBER 2017, the DukeEngage staff will begin a series of formal and informal goal cascading sessions. We will develop metrics and timelines to support our goals, their projects, and their implementation. We will complete this process by May 2018. As part of this implementation plan, we will review our current assessment and evaluation practices.

Further, we will review our progress against this plan and provide updates to our stakeholder communities at a minimum of two points: a mid-plan review in Fall 2019 and a final-year review in Fall 2021. Updates at these points will be shared via written and electronic reports, presentations, and newsletter communications among other strategies.

Appendix B

CORE WORKING PARTNERSHIP VALUES ENDORSED BY COMMUNITY PARTNERS AND PROGRAM LEADERS

ASSET-BASED

DukeEngage partnerships approach program development and project construction with a recognition that all participants – students, community partners, faculty, and communities – bring a set of strengths to project identification and problem-solving.

COMMUNITY-BASED

DukeEngage partnerships are formed with the understanding that community partners must have a voice in the process of developing and evaluating projects, supervising students, and owning outcomes, among other aspects of summers of service.

RECIPROCAL

DukeEngage partnerships are relevant to and produce benefit for all participants, with work done to mitigate power dynamics and unequal benefit as much as possible.

RESPECTFUL OF DIVERSITY

DukeEngage participants will actively engage and discuss biases, stereotypes, and assumptions in a manner that is broadly and inclusively respectful of differences between individuals and communities.

PROMOTE THE PRACTICES OF HUMILITY AND REFLECTION

DukeEngage partnerships allow for students' psychosocial and emotional development through intentional opportunities for reflection with stakeholders and by encouraging students to approach service with humility, defined as listening to and learning from the community and its expertise, and acknowledging their own expectations, limitations, and capacity to serve.

Appendix C

EXAMPLE STUDENT LEARNING OBJECTIVES FOR 2017 DUKEENGAGE GROUP PROGRAMS

BOSTON, MA, UNITED STATES	BEIRUT, LEBANON
<p>STUDENTS WILL:</p> <ul style="list-style-type: none"> • Enhance their ability to be self-reliant in a new community environment and highly productive in an organization • Experience applying skills and knowledge to community problem solving • Practice reflecting, making meaning from experiences, and being contemplative • Clarify (and possibly enhance) efficacy, agency, and identity regarding social values and personal competencies • Experience first-hand important social issues, as well as different nonprofit models, organizations, and careers • Understand more deeply the social change process - particularly as it relates to the healthy development of children and youth in and out of school • Establish important new relationships with community partners, with community members, and with each other • Appreciate alternative career options with greater confidence and courage to pursue unanticipated passions and opportunities 	<p>STUDENTS WILL:</p> <ul style="list-style-type: none"> • Deepen understanding of the Middle East, various political turmoil in the region, and the refugee crisis • Engage in active learning about relief and humanitarian work that demonstrates the relevance and importance of academic work for their life experience and career choices • Increase awareness of current societal issues and recent global developments as they relate to students' areas of interest • Appreciate different perspectives on diversity issues and enhance critical thinking skills by exposure to radically different social, economic, and cultural settings • Improve interpersonal skills by working as part of a team and with various local partner organizations • Develop civic responsibility and a stronger sense of civic duty through active community involvement • Provide substantial human resources to meet educational, human, safety, and environmental needs of local and global communities, especially impoverished ones • Understand the community partner's vision and mission

2022

DukeEngage

Challenge yourself. Change your world.



Website: dukeengage.duke.edu
Facebook: www.facebook.com/dukeengage
Instagram: @dukeengage
Phone: (919) 660-3223

Smith Warehouse, 2nd floor Bays 7 & 8 South
114 S. Buchanan Blvd. | Box 90590
Durham, NC 27708