



× **ENGAGED BUCKNELL**
CIVIC ACTION PLAN

2019-2025

Bucknell
UNIVERSITY



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EXECUTIVE SUMMARY

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. — Thomas Ehrlich¹

Current events on the national and international stage make evident that democratic principles and institutions are facing new and intensified challenges. Accelerations in civil unrest, environmental degradation, the wealth gap, public health concerns, and incivility in our world today make imperative that institutions of higher education focus their efforts and resources on educating a next generation that has the knowledge, skill, and proclivity to meet such complex challenges, as well as avert and address others as they arise. Toward this end, Bucknell must grow the civic consciousness and capacities of its members -- students, staff and faculty alike, while producing scholarship aimed at addressing concerns of local, regional, national, and global significance. At this juncture, Bucknell is well poised to advance its capacity to meet this imperative.

In Spring 2016, Campus Compact issued a call to action. In its 30th Anniversary Action Statement of Presidents and Chancellors, this national organization of college leaders requested that university presidents reassert the civic mission of higher education and make a “public commitment both to its principles and to developing a plan to put those principles into action.” The declaration included five significant affirmations to guide institutional strategic thinking:

1. We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus — nearby and around the world.
2. We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.
3. We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities — economically, socially, environmentally, educationally, and politically.
4. We harness the capacity of our institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.
5. We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.

The Campus Compact Action Statement has been endorsed by more than 450 presidents of colleges and universities nationwide. It is a statement of principles that helps schools focus on civic engagement initiatives and practices such as community-engaged learning, community-based research, place-based partnerships, civil discourse, active citizenship in a democracy, and public problem-solving.

John Bravman, Bucknell’s 17th president, signed this visionary document on October 3, 2017, indicating the willingness of Bucknell’s administration to commit significant energy and university resources to promoting meaningful civic engagement. Subsequent to this signing, a representative group of faculty and staff was convened as a Civic Action Plan Task Force and met over the course of a year to develop a strategic Civic Action Plan for the university.

Considering the five guiding affirmations put forth by Campus Compact and signed by President Bravman, the Task Force recommends a multifaceted, university-wide initiative, “**Engaged Bucknell,**” entailing institutional strategic action that will:

1. Promote fuller **integration** of civic engagement in academic and co-curricular life by improving structures and processes for prioritizing this component of the Bucknell experience,;
2. Enhance **coordination** of civic engagement efforts on campus and with the public;

1. Ehrlich, Thomas. Ed. 2000. *Civic Responsibility and Higher Education*. Westport CT: Oryx Press. Pg. vi.

3. Expand equitable **access** to civic engagement opportunities;
4. Enhance the spirit and practice of **mutuality** with community partners;
5. Develop clear **communication** that signals more broadly and visibly Bucknell's commitment to civic engagement.

By embracing an ethos of “Engaged Bucknell” through the mechanisms of this civic action plan, the university will better actualize civic and public engagement as a central value in its institutional policies and practices, realized in part through an enhanced coordination of meaningful partnerships and synergies for scholarship, undergraduate research, internships, and service opportunities with community organizations and government agencies. Through such efforts, Bucknell will serve our local community as an anchor institution, acting not only as a good neighbor, but as a *leader* in community affairs by tending to the public welfare of our region, simultaneously sending a clearer message about the value of civic engagement to students, staff, faculty, parents, alumni, prospective students, and donors. By way of Engaged Bucknell, we will develop future generations with the knowledge, skill, and proclivity to be leaders and participants in their local community and on the global stage, thereby contributing to healthier democratic and more equitable societies.



HISTORY AND DEVELOPMENT OF CIVIC ENGAGEMENT AT BUCKNELL

For well over a century and a half, Bucknell University has played a significant role in shaping the development of future leaders and participants in civic life. The institution, its staff and faculty, as well as students and alumni, have made noteworthy contributions to civil society as humanitarians, scientists, artists, engineers, educators, public servants, and social entrepreneurs.

Although Bucknell has long had a history of philanthropy, community service, and public scholarship, it was not until 2002 that Bucknell established an Office of Service-Learning as a resource for faculty to help them integrate opportunities for students to apply disciplinary knowledge for the public good. Over time, that program has facilitated the incorporation of academic service-learning into the curriculum by providing resources and referrals, acting as a liaison between community groups and campus constituents, educating stakeholders about best practices, and providing professional development and networking opportunities. Faculty and administrators from the Colleges of Arts and Sciences, Engineering, and Management, as well as Student Affairs staff, comprised a Service-Learning Advisory Board that helped shape policies and directions. To engage students in meaningful ways with different populations, including groups in Nicaragua, New Orleans, and Northern Ireland, as well as nearby locations, faculty and staff in those formative years addressed topics from civil rights to disaster relief, climate change, micro-enterprise, and environmental stewardship. The Office of Service-Learning emphasized the importance of service “with” rather than service “for” community residents, focused on community-identified needs and assets, and leveraged educational aspects of civic engagement by encouraging preparation, reciprocity, critical reflection, and sustainability.

In 2010, the academic service-learning program and the co-curricular volunteer program were combined to form the Office of Civic Engagement (OCE). Prior to the establishment of OCE, the Office of Community Service had been created by and reported to the Associate Dean of Students in the Division of Student Affairs. This office oversaw co-curricular efforts such as the annual holiday programs, Community Harvest Hot Meal Program, Federal Community Service Work-Study Program, service fairs, days of service and the Scholars in Service program. The consolidation of these two offices and a physical relocation to the university’s main library on the academic quad signaled an intention to make civic engagement more prominent in the Bucknell educational experience, and to provide a centralized resource hub for faculty, students, and community partners. Additionally, that year Bucknell was recognized by the Carnegie Foundation for the Advancement of Teaching as earning the Community Engagement classification, a voluntary designation renewable at five year intervals, that required demonstrated commitments in Curricular Engagement, as well as Outreach and Partnerships.

In 2012, the Service-Learning Advisory Board established criteria for Service-Learning (SL) and Community-Based Learning (CBL) courses. For the first time, faculty could voluntarily request these special designations for courses that met certain specified expectations. This allowed the institution to document the number and variety of courses with a civic engagement component, enabled students to seek and enroll in these high impact educational experiences, and provided opportunities for assessment of the impact of such offerings. Surveyed student participants in these courses between 2012 and 2016 conveyed the view that the service-learning or community-based learning aspects of courses:

- enhanced student understanding of concepts and theories from the academic course material;
- motivated them to learn more about the course material and in general;
- helped them see things from multiple perspectives;
- challenged them intellectually and emotionally;
- required them to use or develop problem-solving skills;
- made them question what they previously thought.

The majority of Bucknell students surveyed who had taken SL or CBL courses also reported that such courses:

- allowed them to learn/practice collaboration and teamwork;
- increased their appreciation/understanding of diversity;
- enabled them to make a worthwhile contribution to the community site;
- helped them see that individuals can make a difference in improving society;
- increased or reinforced their commitment to community service work and volunteering.

These survey results suggest the multifaceted value of such experiences for Bucknell students and align with nationally recognized benefits of service-learning and community-based learning, which indicate that service-learning is a high-impact practice that fosters intellectual and personal exploration and growth.¹

In Fall 2015, an external review of the Office of Civic Engagement indicated that the university had accomplished much since the OCE's inception to enhance meaningful learning and community engagement opportunities. However, the primary recommendation was for Bucknell to *better integrate civic engagement activities across campus to fully enact our public mission and to make civic responsibility part of our institutional identity*. The report suggested, among other things, that Bucknell should consider the following:

1. Undertake strategic planning that would:
 - clarify the civic identity of the institution as a fundamental part of a strong liberal arts and professional traditions;
 - tie civic engagement to the current change agendas/aspirational goals of improving campus climate and student intellectual engagement, and of increasing diversity and inclusion at Bucknell;
 - embed the Office of Civic Engagement as part of a plan of university-wide commitments, goals, and strategies
2. Increase the integration of civically-engaged learning by:
 - increasing support for faculty who employ community engagement pedagogies;
 - moving toward development and promotion of engaged departments, not just individual faculty.

Noting that “civic education and engagement is central to the liberal arts project,” the external review identified civic engagement as “a unifying and amplifying strategy” for advancing the university’s stated priorities. In Spring 2016, the Service-Learning Advisory Board articulated to the Provost its response to the external review, pointing out that responding proactively to the recommendations identified in the OCE external review could lead to improvements in campus culture, student engagement, and diversity and inclusion initiatives. Subsequently, then-Provost Barbara Altmann and then-Associate Provost Bridget Newell identified five key action steps to be taken by OCE (see Appendix A). The Service-Learning Advisory Board immediately began addressing these action steps: they worked to define commonly used terms (see Appendix B), as well as to create a diagram that depicts where civic learning and engagement is currently happening on campus (see Diagram 1). Another action step entailed the establishment of a faculty director position to focus more directly on academic service-learning. The position of Faculty Director for Academic Civic Engagement was quickly approved in May 2016, with Coralynn Davis beginning in the position in August 2017.

CURRENT SITUATION: ECOSYSTEM OF ENGAGEMENT

As indicated in the OCE’s external review, “Bucknell has a tremendous volume of community engagement activity across curricular and co-curricular environments.” This activity includes service and engaged learning through academic coursework, direct community service exercised individually or in groups, engaged research and public scholarship, engagement in the democratic process, and partnering with businesses or other institutions for a public purpose. As examples, a staff member might tutor someone learning English, students in a class might design a website for a local nonprofit agency, a student organization might petition for legal reforms, students in a course could prepare and present a workshop on climate change at a public school, or a faculty member might partner with a community agency to undertake assessment research on transportation needs of a particular community population. Students may join a march against gun violence in our nation’s capital, co-design a state-of-the-art device to deliver medicines to patients, support efforts to address food insecurity, or create a digital curation of a local museum collection. Professors might write letters to the editor about immigration or traffic flow, serve on the board of a local nonprofit, consult pro bono with municipal government, or act in a community theater production about addiction. Indeed, some of our

1. Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O’Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U,2013)

faculty have established relationships with community partners through teaching and/or research spanning numerous years; it is often such sustained relationships that are the most transformative for all involved. Community partners not only receive assistance from Bucknell but serve as co-educators, providing valuable lessons about civic responsibility and professional ethics, as well as opportunities for students to apply academic knowledge and skills, and for faculty and staff to conduct research. Bucknell's rich and broad history of community involvement, from local partnerships to global initiatives, provides an opportunity to grow and deepen the university's connection to communities in the Central Pennsylvania region and beyond, through the engagement of students, employees, and alumni.

The OCE maintains a database of around 80 community-based organizations seeking to connect with university students, staff, and/or faculty. Since 2002, over 170 faculty have participated in a 3-day curriculum transformation workshop designed to help them integrate service-learning and community learning into their courses (in 2017, this workshop was expanded to incorporate staff). The Service-Learning Advisory Board, consisting of faculty who teach service-learning and community-based learning courses as well as staff in related positions, has supported the work of OCE in promoting civically engaged pedagogies at the university. Bucknell currently offers about 50-60 courses each year that have a designated community-based or service-learning component, and 750 or more students annually enroll in these. To date, all three colleges and 21 different departments have offered courses with a CBL or SL component. From Greek involvement in community service, to outreach by athletic teams, to local engagement by Bucknell's Religious and Spiritual Life groups, as well as OCE's signature programs such as the Community Harvest Hot Meal program and the Lewisburg Community Garden, a high number of Bucknell students engage in volunteer service. "The OCE is at the epicenter of that involvement, and its role ranges from driver/leader to enlisted supporter," said our outside experts. They also pointed out, "Most salient to this review, is that the OCE's best intentions operate within the parameters, culture, and limitations of the overall Bucknell institutional context" (p. 4, external review). Notably, this includes limitations of space, personnel, and resources that circumscribe the ability to fully realize the potential for civic and community engagement.

The external consultants also noted that while Bucknell has many different units engaged in civic activities, as well as individual faculty with strong community relationships built over years of collaborative research and teaching projects, Bucknell's breadth of efforts lack coordination that would make such programs and activities more effective and sustainable overall. They concluded that Bucknell has an "Ecosystem of Engagement:"

In addition to the high degree of community involvement among students described in the introduction to this section, there is a proliferation of people, units, and initiatives that do community-engaged or civically-oriented work or for which a portion of their work intersects with community-engaged pedagogy or research. During our short time on campus, we learned of more than ten substantial efforts in addition to the OCE that typically fall within the academic sphere: Place Studies, personnel to support sustainability (such as the Director of Sustainability²), the Field Research Training Lab, the Teaching and Learning Center, the Mt. Carmel initiative, the Action Research office, the KEEN initiative within the College of Engineering, the Experiential Education Director, the Social Justice minor, the Shepherd Poverty Consortium, and Education Field Placement. Simply, the OCE is one unit within a much larger ecosystem of community oriented and community-engaged efforts. Presently, the work of these units and people is disconnected and greater impact is lost. Rather than restructure these programs, the external review report observes that "establishing the animating ideals, commitments, and purpose for civic engagement at Bucknell and bringing these units into conversation with one another (via a council of sorts) holds tremendous potential for establishing and sustaining Bucknell's civic identity. (p. 7, external review)³

This "ecosystem of engagement" identified by the external reviewers and visualized in the Civic Engagement Tree developed as a response to the review, seen in Diagram 1, includes ongoing programming and initiatives both within OCE and across campus, such as the Lewisburg Community Garden, the Grand Challenge Scholars, the Center for Sustainability and Environment, the Coal Region Field Station, service-learning trips conducted during academic break periods, and the Bucknell Farm; explained in more detail below. The programs highlighted below are but a few examples of dozens of leaves on a rich tree of engagement, each of which has its own origin story and connections.

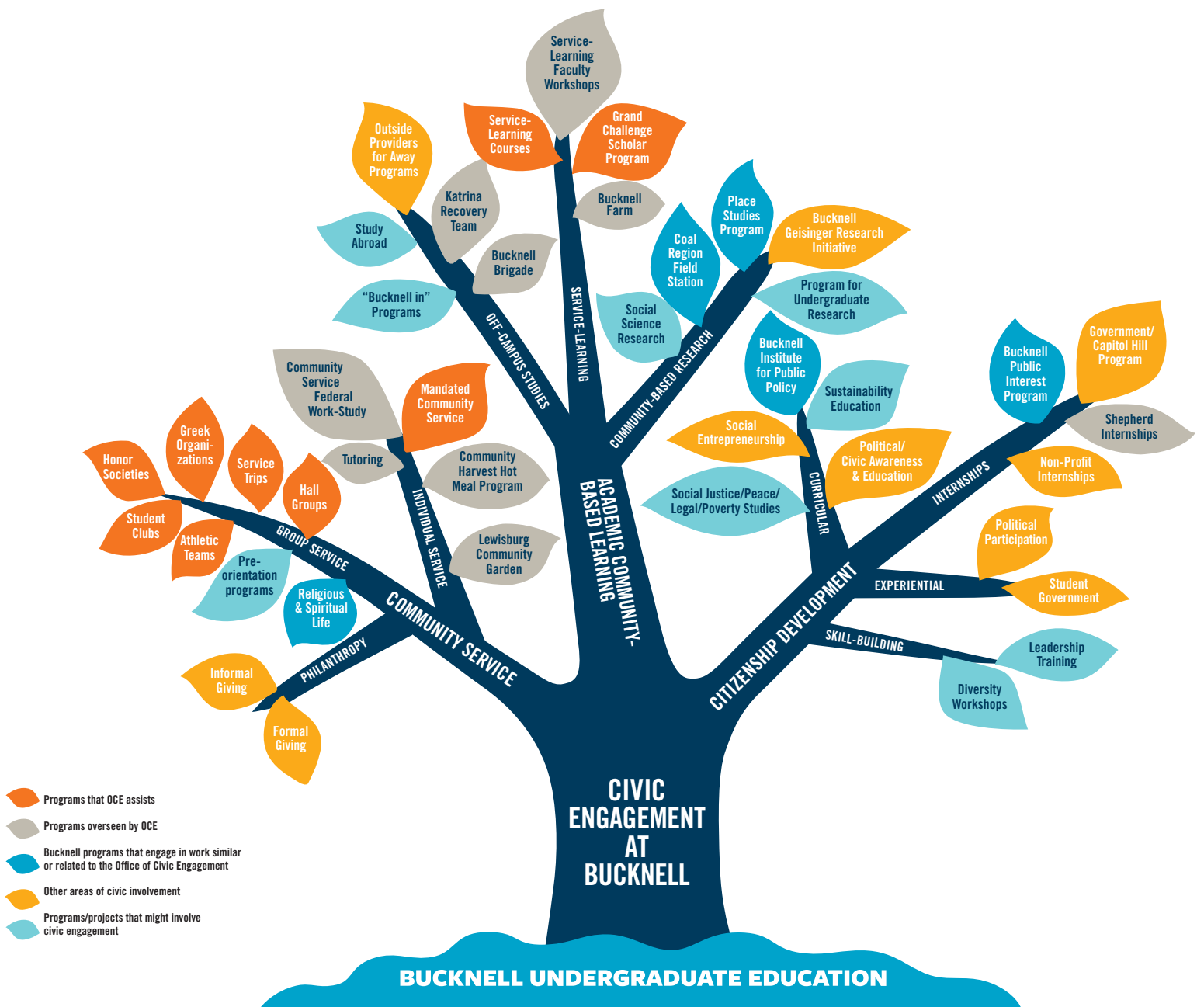
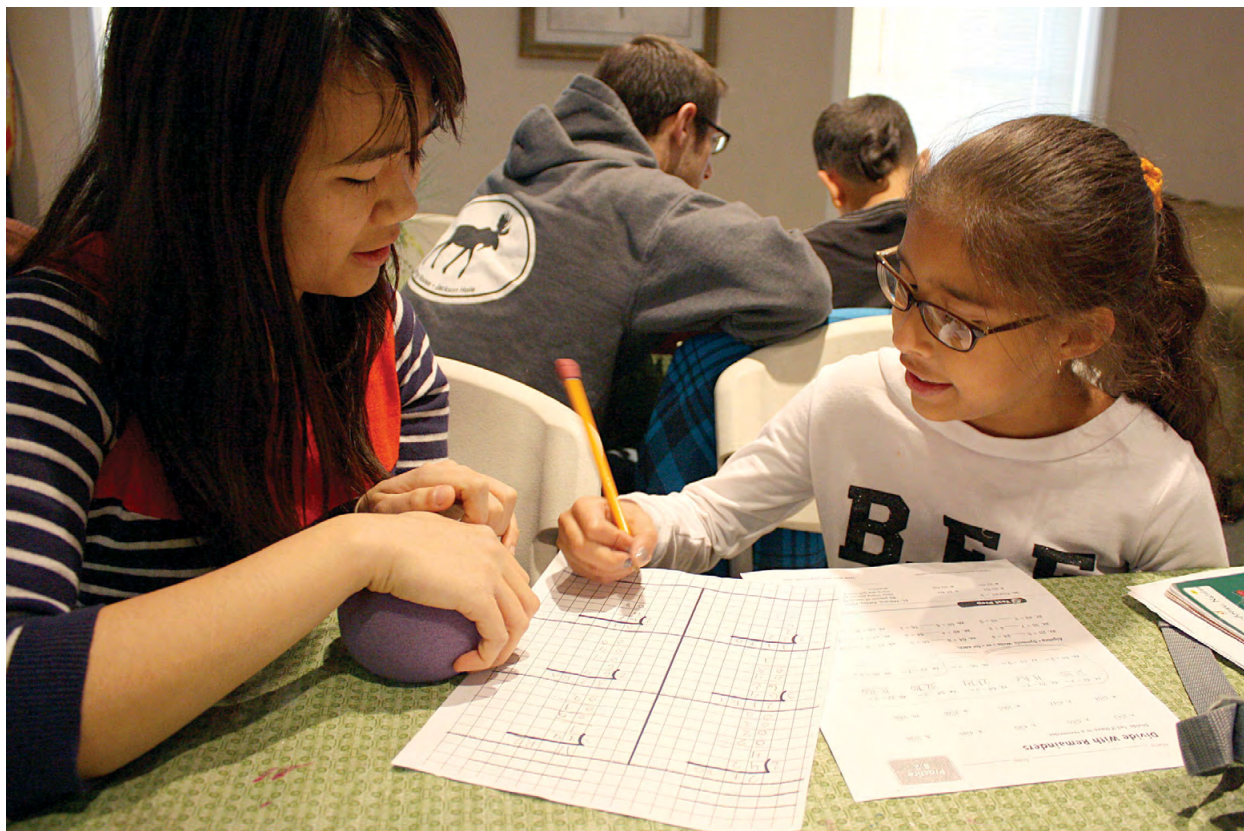


Diagram 1. Civic Engagement at Bucknell Tree Diagram.

The tree diagram is a living document, as the initiatives around civic engagement change over time or are restructured.

2. The reference here is to the Executive Director for the research and academic-focused Bucknell Center for Sustainability and Environment, which houses three programs with their own staff. A separate Office of Campus Sustainability with a newly designated Sustainability Manager was subsequently created in 2017.
3. Since the time of the external review, some of the initiatives listed here have ended, changed, merged, or otherwise been restructured



Lewisburg Community Garden

In 2012, the Lewisburg Community Garden (LCG) was established through a key community partnership between Bucknell University and the Borough of Lewisburg. Through the generosity of the Borough, the Garden utilizes 1/4 acre of land to offer community rental plots, cultivate organically-grown produce for donation to local food access programs, provide educational opportunities to both Bucknell students and community members, and encourage others to take part in the movement for food justice. In 2017, LCG leadership helped to form Sowing Change, a regional network of community and campus gardens and food access programs, extending the Garden’s impact from a local to a regional scale.

Grand Challenge Scholars

In 2013, Bucknell became the 13th university to establish a Grand Challenge Scholars Program (GCSP) when its proposal was accepted by the National Academy of Engineering (NAE). NAE identified fourteen “Grand Challenges” that engineers face in order to make progress toward a sustainable world — one that provides all people with more than just their basic needs and aspires to a higher level of living. The GCSP at Bucknell seeks to educate students about the Grand Challenges, instill in them a passion for solving these and other important interdisciplinary problems, and equip them to pursue the Grand Challenges through their research and work. Service-learning, research, and global experiences, as well as a senior design project related to one of the 14 grand challenges, are requirements of the Bucknell GCSP. These expectations clearly promote civic learning and professional ethics as well as technical knowledge and academic achievement.

Center for Sustainability and the Environment

Begun in 2006, Bucknell’s Center for Sustainability and the Environment (BCSE) conducts and supports sustainability- and environment-centered teaching and research in collaboration with faculty, students, and staff as well as community partners ranging from conservation districts to farmers to state and federal agencies to local development groups to

school districts to non-profit organizations. In 2017, the BCSE underwent a strategic planning process in response to a 2016 external review. The new strategic plan solidified the BCSE's mission around engagement to create “impactful, interdisciplinary, experiential opportunities for learning and research that address global environmental and sustainability challenges” in the Susquehanna region and beyond. Civic engagement, community-based research, and community-engaged learning are key to delivering on this mission and are integrated into the BCSE's three programs: Place Studies, Sustainable Design, and Watershed Sciences and Engineering. As part of this mission, the BCSE hosts two signature symposia annually (the River Symposium and the Sustainability Symposium) that bring together the Bucknell community, regional universities, community stakeholders, government officials and government agencies around local environmental and sustainability issues.

Coal Region Field Station

Another important set of civic engagement initiatives managed through the BCSE is the Coal Region Field Station (CRFS) established in 2015. Headquartered in nearby Mount Carmel, PA, the CRFS connects students, faculty, and staff to anthracite coal communities through projects that foster community revitalization, explore local histories, and imagine future possibilities. The Mother Maria Kaupas Center, a center for volunteerism and community service situated as a ministry of the Divine Redeemer Church, has been an anchor partnership and was the community-based impetus behind the creation of the CRFS. Projects take the form of community-based research and service-learning through courses, internships, independent student research, ongoing faculty research, volunteering, and partnering to create a summer athletics and academic camp. Since its inception, 38 classes have participated in over 51 collaborative projects with an additional 25+ students engaged in independent summer or academic year research projects. Additionally, regular volunteer efforts from athletics and Catholic Campus Ministries have deepened connections between campus and community organizations, including an athletic and academics summer camp for middle schoolers. Partner organizations include local nonprofits, local governments, public libraries, public schools, a food bank, and downtown development groups.





Community Engagement Initiatives Conducted during Academic Break Periods

Bucknell offers a number of service-learning trips to locations in- and outside of the United States. This includes the Bucknell Brigade to Nicaragua, started in 1999, for which typically two delegations are sent to support an under-resourced community in Nicaragua, one during January and one during March break. Since 2006, the Katrina Recovery Team has traveled to the Gulf Coast region in January and May to help those whose lives were torn apart by hurricanes Rita and Katrina. The Civil Rights Alternative Spring Break Trip explores the ongoing legacy of the Civil Rights Movement by visiting historic sites, museums, and archives, speaking with residents of the South who participated in key events, and considering current conditions of inequality while addressing community needs in Memphis or working to preserve important parts of our heritage. Bucknell Advancing Communities: Educating and Serving (B.A.C.E.S.), is a spring break program through which students travel to the Dominican Republic to work with under-resourced communities. Additionally, Bucknell students participate in more broad-based programs, such as Habitat for Humanity and Projects for Peace. These sorts of alternative break trips frequently launch students into civic engagement and intercultural learning in a more sustained way.

University Farm

Most recently, 2018 marked the establishment of the Bucknell Farm, a five-acre campus farm on the edge of campus. Building on the success of the Lewisburg Community Garden, the farm will provide fertile ground for academic connections, sustainable food production, religious and spiritual life, wellness and other student life initiatives, as well as community engagement. Future opportunities will include long-term multi- and interdisciplinary research projects, locavore on-campus dining, and outdoor music and arts performances. The farm has already seen over 200 students visit the new space as Bucknell staff and faculty from all three colleges begin engaging students in this new living laboratory.

To a significant degree, the work of the Civic Action Plan Task Force represents important next steps in response to the OCE external review, allowing for a more integrated and comprehensive set of recommendations that will, when enacted, not only provide for better coordination and broader and deeper integration, but a more visible, intentional, and effective institutional focus on Bucknell's public purposes.

CONNECTIONS TO UNIVERSITY STRATEGIC PLANNING INITIATIVES

The creation of a Civic Action Plan both responds to prior strategic planning outcomes, including those of the Plan for Bucknell and the Diversity Plan, and also has been developed simultaneous to some other strategic initiatives at the university, including strategic planning for the (new) College of Management, the College of Engineering, and Student Affairs, as well as the refreshing of the Plan for Bucknell. Such connections demonstrate the potential for synergies across plans going forward, resulting in deeper civic and community engagement across all areas of the university.

The Plan for Bucknell

In 2006, the Board of Trustees revised the university mission statement and adopted a strategic document, The Plan for Bucknell. The refreshed mission statement includes key elements in support of civic engagement, as highlighted in bold below:

Bucknell educates students for a lifetime of **critical thinking and strong leadership** characterized by continued intellectual exploration, creativity, and imagination. . . Bucknell fosters a residential, co-curricular environment in which **students develop intellectual maturity, personal conviction and strength of character**, informed by a deep **understanding of different cultures and diverse perspectives**. Bucknell seeks to educate our students **to serve the common good and to promote justice** in ways sensitive to the **moral and ethical dimensions of life**.

Accompanying this mission statement, The Plan for Bucknell identified a number of priorities consistent with the development of civic knowledge, skills, and abilities. Sections below in italics show overlap between civic engagement priorities and the relevant goals in The Plan for Bucknell:

1. Strengthen the academic core by:
 - offering an academic program that achieves the highest standard of quality across its liberal arts and professional programs;
 - *supporting innovation and distinctiveness in areas of current and emerging importance and relevance.*
2. Deepen residential learning by:
 - *providing an integrated, residential learning and living experience that supports and complements the academic program;*
 - *leveraging Bucknell's close-knit residential community to promote personal growth and development, a sense of justice and ethical responsibility, and a commitment to civic engagement.*
3. Enhance diversity by:
 - adopting an *unwavering commitment to diversity in all its forms;*
 - carrying out this commitment *within a civil, supportive, and nurturing environment of open exchange.*
4. Build bridges by:
 - pursuing a *more progressive and multi-faceted interaction with local and regional constituencies and the outside world;*
 - *establishing bridges to bring the world to Bucknell — and bring Bucknell to the world.*

It is thus evident that a commitment to civic engagement both on campus and with the world outside of Bucknell is fundamental to the vision behind Bucknell's current plan and mission statement.

Diversity Plan

In an important development related to our civic ideals, the university adopted a five-year Diversity Plan in 2014, which begins with the following Diversity Statement: “Bucknell University’s diversity efforts broaden and deepen our personal and intellectual horizons, preparing all of us —students, staff and faculty— to make thoughtful, responsible contributions as individuals, community members and professionals in a diverse, globally integrated world.” Civic engagement is a key mechanism for actualizing such preparations and contributions, as campus members connect and collaborate with members of their own and other communities across racial, socioeconomic, cultural, national, and other vectors of difference. Indeed, surveys of student experiences in service learning and community-based learning courses at Bucknell indicate that civic engagement is a tool to enhance diversity and inclusion efforts and promote greater understanding of cultural differences.

College of Management

During the 2017-18 academic year, the newly formed Freeman College of Management completed a strategic planning process committing the College to a series of goals that should more strongly embed sustainability and responsible management into the core fabric of its identity, by signing onto the United Nations’ Principles of Responsible Management. Key objectives for the next two years include beginning to “measure and report on student engagement in high-impact community-engaged learning in support of social, environmental, and financial sustainability of the local region and beyond;” and increasing “faculty and student opportunities to more deeply engage with educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.” The effort to meet these civic objectives will support the overall goals of the Engaged Bucknell Civic Action Plan, just as the Plan will support the college’s ability to meet its civic objectives.

College of Engineering

In 2018, the College of Engineering established its own strategic plan, *Engineering a Better World: By Way of Bucknell*, which includes a focus on contributing to the public good. This plan’s vision is: “To benefit our global community by cultivating technically adept, responsible citizens who positively contribute to innovative solutions in a changing world.” Goal 1 of the plan includes “Expanding experiential opportunities including study abroad, extracurricular workshops, student design competitions, service-learning, industry-sponsored projects, student research and presentations at professional venues.” And in Goal 4, the plan states,

We seek to capitalize on the strengths and expertise of our peers on campus and elsewhere as we pursue innovative solutions to problems that affect society. Our approach will extend to classrooms, working relationships within the University, and scholarly collaborations. We embrace the responsibility to leverage our resources effectively and to increasingly engage with external communities for the greater good through activities such as...Initiating and growing research partnerships that amplify the impact of our scholarly efforts....Working across disciplinary boundaries to address challenges both local and global....Building pathways to promote and facilitate the most synergistic external relationships [and]....Cultivating opportunities for research, innovation, inventions, and entrepreneurship.

Clearly, *Engineering a Better World: By Way of Bucknell* anticipates the kinds of integration of and collaboration in public and civically engaged initiatives involving faculty and students that are recommended in this Civic Action Plan for Bucknell more generally.



Student Affairs

In Spring-Summer 2018, the Division of Student Affairs also undertook a strategic planning process. The resultant plan identifies the mission of the Division as follows: “Through fostering dynamic and inclusive communities, the Division of Student Affairs supports the well-being of students, encourages their transformative development, and challenges them to positively affect their communities as responsible global citizens.” Two priorities of the plan are to “Identify and invest in programs that encourage intellectual engagement (and transformative development) through the entire student experience,” and to “Create a more dynamic and inclusive campus environment.” Attention is paid to the development of student leadership and “followership,” to investing in “innovative and diverse platforms for social engagement,” and to leveraging and developing “experiences that emphasize meaning and reflection.” Engaged Bucknell clearly supports the Division of Student Affairs’ mission to develop students to be active in their communities and as global citizens. The programs foreseen in the Engaged Bucknell Civic Action Plan will support the priorities and objectives articulated in this Division’s strategic plan.

The Plan for Bucknell 2025

The Plan for Bucknell 2025 is the result of a year long university-wide strategic planning process that began in academic year 2017-2018 when President Bravman articulated four key strategic areas of focus after a series of university-wide meetings. These strategic foci include concepts that support and complement the work of the Civic Action Plan Task Force, including the commitment to delivering a distinctive model of truly transformative undergraduate education that capitalizes on its rural location in central Pennsylvania, that is constituted across Bucknell’s Colleges of Arts and Sciences, Engineering, and Management, and that entails both curricular and co-curricular components.

The recommendations from the Engaged Bucknell Civic Action Plan will support in important ways Bucknell’s capacity to implement its current Strategic Commitments to:

- “deliver a distinctive and differentiated model of undergraduate education;”
- “capitalize on the opportunities afforded by its location;”
- “deliver formal academic programs that leverage the intersections between and among departments and the three colleges;”
- “invest in those academic programs that contribute to high-impact, transformative educational experiences;” and
- “invest in programs that encourage intellectual engagement throughout the entire student experience.”

For instance, implementation of the Engaged Bucknell Civic Action Plan will ensure that all students have access to high impact opportunities to become civically engaged and think about their role as educated and active citizens. One mechanism toward this end could be the incorporation of community-engaged learning into university-wide general education curricula; another mechanism is the development of an interdisciplinary and cross-college Civic Leadership minor. By establishing an Engaged Bucknell Coordinating Council (See Appendix C for proposed charter) and an Engaged Bucknell Community Advisory Board (See Appendix D for proposed charter), implementation of the Plan will also enhance coordination of meaningful partnerships for such high impact activities as interdisciplinary undergraduate research, and internships and service opportunities with community organizations and government agencies. Under the Plan, faculty, staff and students will be incentivized and recognized for their civic engagement efforts, with targeted resources ensuring equitable access especially for students. Diversity, equity and inclusion training for those (whether staff, faculty or students) who have responsibility for community engagement initiatives will be developed, with the goal of preparing leaders and participants alike to engage ethically and effectively across differences by examining issues of power, privilege, and implicit bias. Such training can be a prong in Bucknell’s strategic priority to “build a comprehensive, coordinated approach to supporting underrepresented members of its community while continuing its commitment to increasing diversity,” while creating a more inclusive environment not only for our campus but within the broader community, as well.

RATIONALE

Consistent with our history of civically-engaged learning, the Engaged Bucknell Civic Action Plan is designed to enhance the university's capacity to fulfill its mission (delineated in more detail above) to educate its students to mature into ethical persons with the capacity to respectfully engage different cultures and perspectives, as well as to serve the public good. The proposed efforts, when adopted, will continue to support the Plan for Bucknell by not only helping to “build bridges” and “enhance diversity,” but also to “deepen the residential experience” and “strengthen the academic core.” Further, the recommendations from the Engaged Bucknell Civic Action Plan will support in important ways Bucknell's capacity to implement the Strategic Commitments that form the foundation of its strategic planning process, namely to “deliver a distinctive and differentiated model of undergraduate education” by “invest[ing] in those academic programs that contribute to high-impact, transformative educational experiences” in part through “capitaliz[ing] on the opportunities afforded by its location.” *In other words, this Civic Action Plan is a fundamental mechanism in Bucknell's overall mission and strategic planning.*

Civically and globally engaged opportunities that serve this institutional mission and vision abound at the university, but in undertaking the process of developing this Civic Action Plan, we have noted that this *breadth* of opportunity has room to mature into a *depth* of institutional integration into the central academic mission of the university. In other words, students, staff, and faculty at Bucknell already practice, teach, and learn about civic engagement in, around, and beyond the classroom. As successful as the Office of Civic Engagement and other programs have been in advancing the public purposes of education, overall the university lacks well coordinated efforts that ensure opportunities for public engagement and civic capacity-building are well promoted and made universally available to all of our students. Current efforts exist largely as secondary or lesser priorities in the academic and co-curricular programs. Different offices and areas provide similar opportunities with little communication between them. Civic engagement enjoys uneven investment from the faculty: some faculty, staff, and students have successfully integrated civic engagement priorities into the classroom, into research, or into co-curricular programming through both OCE supported programs and initiatives that fall under the ecosystem of engagement identified by the external reviewers. Other, however, have yet to embrace or experience the benefits of such engagement. At the same time, many classroom activities that clearly support the aims of civic engagement and the cultivation of citizenship are often not identified as such, even by the faculty who offer them. Failure to connect these activities to the broader project of engaged learning perpetuates the sense among some faculty that engaged learning is limited to “new” pedagogy. It also fails to draw the wide range of pedagogical practices and disciplinary approaches — innovative and well-established — into coherent relationship with the public mission of the University.

Additionally, despite the move to a more central location in 2010, the OCE lacks adequate and appropriate space, financial and other resources required to fulfill its mission. The current office, which was intended to be temporary, has a reception area and four cubicle offices for eight full time employees, two to three student workers, and must also accommodate a projected growth in staff of three new positions.⁵ The open floor plan and lack of actual office spaces or any private meeting space means that sensitive matters commonly handled in the OCE are not confidential. In addition, there is no on-site storage space for annual programs like the Bucknell Brigade, Empty Bowls, or the Giving Tree. Storage was moved off-campus, first to South Ward and now to the old Lewisburg High School, which creates inconvenience and inefficiency in operations. While the move to the current office in a centralized location in 2010 signaled a commitment to civic engagement, the rapid growth in the office's programming and staff quickly rendered this space inadequate with short term solutions creating further inefficiencies in operations. For civic engagement efforts to be given sufficient attention on campus, adequate and appropriate space must be allocated for this office in the near future.

5. Current staff includes the OCE Director, the Faculty Director for Academic Civic Engagement, two Assistant Directors, an office coordinator, two AmeriCorps volunteers, and the farm and garden manager who currently operates out of a separate office on the third floor of the library. In the future, added staffing is projected to include a half-time person to support alternative break programs; a half-time administrative assistant for the Bucknell University Farm and Lewisburg Community Garden; and a full-time AmeriCorps volunteer for the Bucknell University Farm.

With these observations in mind, ***we are convinced that what Bucknell University needs is not only targeted, enhanced programming aimed at civic engagement as a vital aspect of student learning and student development, but also more intentional effort — including infrastructure and resources — designed to bring civic engagement into direct alignment with the central academic and co-curricular mission of the University.*** In some cases, this will require better communication and choreography between areas of the University hosting such opportunities. In other cases, it will require more deliberate effort to insert public/civic purpose as an integral part of academic and co-curricular planning and assessment. Overall, it will require increased access to civic engagement opportunities for our students, rooted in a shared consensus among members of the University community that civic learning serves the University's public mission: "to educate our students to serve the common good and to promote justice in ways sensitive to the moral and ethical dimensions of life."

PROCESS

Convened by former Provost Barbara Altmann, a Civic Action Plan Task Force of 15 (at its maximum) faculty and staff colleagues from across colleges, disciplines, and staff offices, was charged with drafting a Civic Action Plan for the University. This year-long endeavor included bi-weekly working meetings from November 2017 to December 2018 (breaking over the summer), research by sub-committees, consultation with relevant individuals and units across the University, the hosting of external consultants, and the creation of fora (online, over email, and via two open sessions in February 2019) for community input on the Plan draft. All together, more than 400 Bucknellians and community partners provided feedback on the plan draft. The final plan was submitted in April 2019 to Campus Compact.

Fall 2017

After forming the Task Force in November, the members were first brought up to speed on national civic engagement efforts in higher education and Bucknell in particular, and became familiar with the 2015 self-study and external review of the Office of Civic Engagement. The group then deliberated on key areas of concern within its purview, indicating which they thought were priorities for the Civic Action Plan and which aspects they would like to work on. As a result of this process, the Task Force formed three subcommittees: Academic Focus, Community Partnership Focus, Diversity and Inclusion/Place-Based Focus.

Spring 2018

Early in the semester, the Task Force reviewed the Civic Action Plans of four other institutions of higher education: Middlebury College, Elon College, Duke University and Portland State University. These four were selected for their range of institutional structure, level of existing civic engagement infrastructure, and format of the Civic Action Plan itself. The Task Force decided it would use the five affirmations from the Campus Compact 30th Anniversary Statement as a framework for identifying goals and action items for the Civic Action Plan. Once overarching goals were established, the Task Force broke into subcommittees to deliberate on particular action items, delineating possible steps, time frames and resources necessary for their actualization, as well as likely responsible parties and connections with Bucknell's strategic and other plans.

In February, the Task Force brought in the first of two experts, Richard Kiely, architect of Engaged Cornell, who provided a two-day consultancy with over 100 faculty and staff on how to create connections and synergies between efforts on campus and in communities to create a truly engaged campus.

The Task Force also convened a semester-long learning community, "Civic Engagement, Community Partnership, and the Public Purposes of Higher Education." The learning community brought together about 25 people, including representatives from 15 community partner organizations, as well as faculty from Management, Psychology, Education, Geography, Music, Religious Studies, and Women's and Gender Studies; and staff from the Center for Sustainability and the Environment, Office of the Chaplain, the Provost's office, and Office of Civic Engagement. The sessions served as a way to gain insight into community partner experiences working with Bucknell, identify what has been working well, discuss challenges, and identify strategies for the creation, maintenance, and growth of Bucknell's sustained partnerships with community organizations and agencies. The results of these deliberations resulted in a report, attached here as Appendix E.

Additionally, Office of Civic Engagement staff who were members of the Task Force held a series of nine focus groups with 80+ students to elicit feedback on the student experience and knowledge of civic engagement.



Summer 2018

By early summer, most of the deliberations on component elements for the plan were completed. Text for the historical and institutional context of the plan, as well as the rationale and this description of the task force process were drafted. The report summarizing the results of the “Civic Engagement, Community Partnership, and the Public Purposes of Higher Education” learning community deliberations was also drafted.

Fall 2018

In September, the Task Force hosted a second consultant, Kevin Kesckes from Portland State University and the editor of *Engaging Departments: Moving Faculty Culture from Private to Public, Individual to Collective Focus for the Common Good*,⁶ to provide a full two-day consultancy to support our deliberations. He met with 100+ various campus constituents beyond the Task Force, including faculty, staff, and students, to facilitate reflection on their actual and potential roles in promoting Bucknell’s community and civic engagement efforts. These exercises in turn informed the Civic Action Plan, including the proposal to create an Engaged Bucknell Community Advisory Board and an Engaged Bucknell Coordinating Council.

Also in Fall 2018, an initial faculty input session on the goals of the Civic Action Plan was held at a Teaching and Learning Center Faculty Learning Series event. The session included an exercise that led to suggestions for how to improve civic engagement at Bucknell. The suggestions were collected and analyzed by the Task Force to inform the Civic Action Plan. The exercise engaged 75+ faculty and staff in imaging a future Bucknell that has achieved its civic and community engagement goals.

After collecting input and engagement with 350+ faculty, staff, and students from across campus as well as community partner representatives from Union, Snyder, and Northumberland counties, the Task Force attended to full completion and revising of the Civic Action Plan to guide the integration, coordination, and growth of civic engagement over the next five years, 2019-2025.

Spring 2019

In addition to soliciting input through an online form, in February 2019 two fora were held to introduce the proposed plan and elicit feedback from faculty, staff, students, and community partners. This process engaged an additional 60 people in thoughtful consideration of the plan’s goals and objectives, with their feedback being incorporated in to the final plan, endorsed by President Bravman, and submitted to Campus Compact in April 2019.

6. Kesckes, K. Ed. 2006. *Engaging Departments: Moving Faculty Culture from Private to Public, Individual to Collective Focus for the Common Good*. Bolton, MA: Anker Publishing Company.

CREATING AN “ENGAGED BUCKNELL” ETHOS

As both a tangible display of the University’s commitment to embedding civic engagement as a fundamental aspect of the Bucknell experience, and as a means for addressing the five strategic action points outlined by the Civic Action Plan Task Force, the group strongly recommends establishing a space on campus that can serve as the locus for the myriad community engagement initiatives and programs facilitated by Bucknell faculty, staff, and students. While the Office of Civic Engagement (OCE) ostensibly has filled that role since 2010, the existing model was not developed to accommodate the significant collaborations recommended by the Civic Action Plan Task Force, and both internal and external constituents have indicated that a redesign of the OCE with an increased focus on visibility, communication, collaboration, and appropriate resourcing (including providing both adequate staffing and the space to house them and related equipment) is necessary to achieve the impact level aspired to in the University’s mission and in the commitment initiated by the Civic Action Plan.

Thus, the Task Force recommends a rebranding of the university’s full span of civic engagement efforts as **“Engaged Bucknell.”** This language would also signal that civic and community engagement is an *ethos* of the university as a whole. In addition, we recommend the creation of an **“Engaged Bucknell Hub,”** illustrating that civic engagement radiates throughout all areas of campus. In the immediate future, this “hub” would be constituted as an online presence where one accesses information on the full range of civic and community engagement efforts of the university (as represented currently in the “tree” found in Diagram 1). In the longer term, in conjunction with the recommended improvement in the space of the current Office of Civic Engagement, we recommend consideration of the virtual hub becoming a physical hub, as space not only for the Office of Civic Engagement but also other “engaged” entities as found on the tree, such as the Office for Global and Off Campus Study and the Career Development Center. Engaged Bucknell, as an ethos, and Engaged Bucknell Hub, as an inclusive locus, aims to break down silos and provide a hub to connect the many activities and programs at Bucknell that represent quality community engagement (some of which may not previously have recognized their intrinsic connection to civic engagement). Within this hub, the Office of Civic Engagement would be but one entity interacting with others. Embracing “Engaged Bucknell” marks an opportunity for the University to serve as a trailblazer in higher education civic engagement, representing a genuine paradigm shift from a traditional model of “pockets of engagement” to a holistic, campus-wide embracing of the fundamental power of civic engagement. In doing so, the university will create a synergistic set of mechanisms and relationships to create deeper, sustained collaborations on campus and with community partners that align with the university’s mission of furthering the common good, promoting justice, and educating future leaders and community members “sensitive to the moral and ethical dimensions of life” (Bucknell Mission Statement).

RECOMMENDATIONS FOR THE “ENGAGED BUCKNELL” CIVIC ACTION PLAN

The Engaged Bucknell Civic Action Plan presents our recommendations for the structural, cultural, and policy changes that will enable Bucknell to fully achieve its public mission and commitments embedded in the Campus Compact Action Statement, as signed by President Bravman in October 2017. The recommendations are designed to further the maturation of civic engagement at Bucknell University in a way that aligns closely with the institutional mission, Plan for Bucknell, and Strategic Commitments guiding the university’s Plan for Bucknell 2015 process by contributing to the creation of an institutional ethos and infrastructure that supports civic engagement and education for all students, as a pervasive feature of the university’s academic mission and its sense of identity and public purpose.

The following Engaged Bucknell Civic Action Plan charts a progression from our present circumstances, in which civic engagement opportunities are prevalent but not adequate for all students and variably connected with one another and academic programs, to an environment in which institutional structure, administration, and governance coordinate and truly integrate civic engagement as a reliable component to our students’ experience of academic and co-curricular life at the University. By doing so, we will be in a better position to fulfill the mission of a Bucknell education: that it prepare students to exercise “critical thinking and leadership,” informed by an “understanding of different cultures and diverse perspectives” and motivated “to serve the common good and to promote justice in

ways sensitive to the moral and ethical dimensions of life.” With this more inclusive commitment to a public-minded mission, evidenced in more pervasive programming and reliable supporting structures, Bucknell will be in a position to lead other liberal arts institutions in the timely project of making integrated, experiential and civic learning an essential feature of a liberal arts education.

I. Promote full *integration* of civic engagement in academic and co-curricular life by prioritizing this component of the Bucknell experience.

A. Curricular Change

1. Establish an interdisciplinary, cross-college minor in Civic Leadership, attending in its creation to continuity and mutuality with involved community partners;
2. Embed civic engagement opportunities broadly throughout university-wide general education curricula;
3. Consider establishment of an Engaged Learning Certificate Program with both curricular and co-curricular components;
4. Consider a civic engagement/learning requirement for graduation;
5. Consider adding an engaged learning requirement in the Social Justice minor;
6. Consider more fully integrating civic engagement into residential college curricula;
7. Increase the quality, quantity, and visibility of Common Core Curriculum “Global connections” designated courses;
8. Compile and maintain an online resource linked to OCE, Center for Social Science Research, the Office for Sponsored Research, the Humanities Center, etc., of scholarly sources and guides on community engagement research practices, including how to create strong portfolios of this work for use in tenure and promotion review processes;
9. Foster OCE/Teaching and Learning Center collaborations with the goal of promoting service-learning as a high-impact transformative teaching and learning tool.

B. Increasing student opportunity and faculty/staff development and reward

1. Establish/expand training opportunities for faculty, staff, and students leading civic engagement: curricular development, engaged research, global service-learning, co-curricular initiatives, alternative breaks;
2. Encourage and provide incentives for academic departments and programs to commit themselves to the public purposes of their disciplines through their curricula and co-curricula, tenure and promotion reviews, etc.;
3. Investigate models and language for university tenure and promotion and merit review guidelines that indicate that civic engaged scholarship, teaching, and service — within a broader range of scholarship, teaching, and service — is valued by the university. Within the first year of the Plan’s implementation, report on such models and language for consideration by the faculty;
4. Establish an Engaged Staff Initiative that enables staff to lead and support university’s civic engagement efforts;
5. Support deep summer civic engagement opportunities similar to the Program for Undergraduate Research;
6. Establish Scholars-in Service Program for students based on demonstration of civic engagement/public interest commitment, with developmentally appropriate opportunities for leadership and expectations of regular civic engagement with increasing responsibility;
7. Assist students in identifying opportunities and preparing for participation in civic-engagement related conferences, scholarly publications, etc.;
8. Initiate an OCE/Office of Global and Off-Campus Studies collaboration to identify and expand civic-engagement related off-campus study options and improve communication to students about such opportunities;
9. Consider additional development of civic engagement programs within the Office of Religious and Spiritual Life;
10. Expand university support for the Social Justice minor and Shepherd Poverty Program.

C. Communication

1. Incorporate civic engagement into student advising processes;
2. Incorporate civic engagement into the First Year Experience.

II. Enhance *coordination* of civic engagement efforts on campus and with the public, including

A. University-wide Coordination

1. Establish an Engaged Bucknell Coordinating Council for the implementation and assessment of this Plan, as well as the development and coordination of civic engagement initiatives across the colleges and among Academic Affairs, Student Affairs, Athletics, the Office of Civic Engagement and relevant centers;
2. Establish the moniker, “Engaged Bucknell,” to signal that civic and community engagement is an *ethos* of the university as a whole;
3. Establish an “Engaged Bucknell Hub,” constituted as an online presence where one accesses information on the full range of civic and community engagement efforts of the university;
4. Establish a physical space for the “Engaged Bucknell Hub” not only for the Office of Civic Engagement, but also other “engaged” Bucknell entities such as the Office for Global and Off Campus Study and the Career Development Center;
5. Provide appropriate space, including private offices, meeting space and sufficient storage room for staff in the Office of Civic Engagement;
6. Revise the name and charter of the Service-Learning Advisory Board to reflect its purview in advising the Office of Civic Engagement broadly, with particular focus on community-engaged learning;
7. Consider establishment of an Assistant Provost for Engaged Learning (or similar title), who reports to the Office of the Provost, and who partners with the deans serving all three colleges to ensure that curricular and co-curricular civic learning/engagement receives consistent and integrated consideration as matters of educational policy-making and staffing;
8. Consider establishing a student civic engagement council with representatives from student groups that engage in community service (one student of which would serve on the Engaged Bucknell Coordinating Council), as well as a staff representative from Student Affairs and a staff representative from the Office of Civic Engagement;
9. Identify mechanisms for harnessing dispersed philanthropy and service of student organizations in order to ensure higher and more sustained impact on students and community alike, including establishing improved communication and coordination among student groups involved in civic engagement.

B. Coordination with Community Stakeholders

1. Establish and publicize principles of best practices, including regional priorities and sustainability considerations to guide formation of new partnerships as needs and opportunities arise;
2. Create opportunities for dialogue among community representatives, students, faculty, administrators and staff;
3. Encourage networking among faculty, staff, and students involved in community-engaged learning at regional colleges and universities in the Central Susquehanna Valley.

C. Communication

1. Compile a comprehensive inventory of current academic civic engagement activities including area organizations where faculty, staff and students are consulting, collaborating, and serving, and prioritize the update and maintenance of the inventory;
2. Establish an inward and outward facing online platform/clearing house to better connect skills, knowledge, resources, and needs between Bucknellians and community partners.

III. Significantly expand *equitable access* to civic engagement opportunities

A. Financial and Resource Support for Students

1. Provide adequate financial assistance to students who would like to engage in international study, research, or service and who cannot afford these opportunities without adding to students' financial burden;
2. Facilitate transportation for students who wish to engage in community efforts in the immediate region;
3. Continue and expand support for the Bucknell Public Interest Program (BPIP), including additional funding to support under-resourced students working in high cost areas;
4. Raise awareness of Community Service Federal Work Study Program, and create similar opportunities for non-work study students to get paid to work for local non-profits during the academic year;
5. Explore additional options to encourage local participation (senior citizens, high school students, etc.) in courses, by reducing or waiving audit fees, etc.;
6. Recognize that some students are already involved in civic engagement activities. This includes students in marginalized communities who are already doing engagement work by supporting their own communities and engaging the campus about the issues faced by their communities. Train faculty in how to acknowledge and assure equitable treatment of such students in courses in which engaged pedagogies are employed.

B. Incentives and Support for Faculty/Staff

1. Provide incentives, e.g. curricular development grants, for faculty and eligible staff who wish to build democratic principles/skills/knowledge and/or engagement pedagogies into already existing or new courses;
2. Encourage creative flexible scheduling and incentives for staff to allow for civic participation through co-curricular programs, including revision of Building Bridges Leave Policy and participation of family members, as well as reasonable reimbursement for expenses incurred;
3. Empower those staff who have the relevant skills training, time allowances, and responsibilities to create credit-bearing and co-curricular civic engagement opportunities;
4. Make the Registrar's tagging of Community-Engaged Learning (formerly Service-Learning) and Community-Based Learning courses more efficient and effective;
5. Provide funding for collaborative projects between faculty, staff, students, and community representatives or groups;
6. Conduct a yearly workshop and presentations on community engaged research.

IV. Enhance the spirit and practice of *mutuality* with community partners, through

A. Diversity and Ethics

1. Develop and promote diversity, equity, and inclusion training for faculty and staff leaders who have responsibility for community engagement with the goal of examining issues of power, privilege, and implicit bias;
2. Develop assessment tools for all civic engagement efforts in order to ensure attention to effects on marginalized groups on and off campus, including marginalized religious groups;
3. Add a segment on cultural sensitivity to the Non-credit Bearing Off-campus Excursion Proposal Form, as well as the Community-Engaged Learning and Community-Based Learning Special Course Designation Form, asking that organizers explain, as appropriate, how they will prepare participants for cross-cultural encounters, include voices/perspectives of local community members in the experience, integrate opportunities for critical reflection and debriefing, and evaluate the impact of their excursion on participants and, where relevant, the impact on the service site or community residents. Consider including similar questions on proposal forms for those requesting financial assistance for PUR, Course Development grants, etc.;
4. Work with the Institutional Review Board to address particular issues related to community-based research involving community engagement, including ethical engagement and consent regarding use of data.

B. Coordination

1. Create an Engaged Bucknell Community Advisory Board that meets regularly with key Bucknell staff and faculty to facilitate communication and coordination of community efforts, including better coordination between and communication of activities;
2. Collaborate with community partners and institutions of higher education in the region on periodic Information Summits about about health, economy, social, environmental, and educational concerns in the area;
3. Establish training opportunities for community engagement with representation from campus and community in its development and execution (e.g. intercultural communication, how NGOs work, etc.);
4. Increase visibility of the Virginia Travis Social Justice Award and identify additional mechanisms for recognizing community partners.

C. Resource-sharing

1. Nurture local partnerships to foster increased resource sharing, including support for grant-writing, personal enrichment and professional development of local residents, and to expand opportunities for college students to practice skills;
2. Maximize use of local vendors for materials and services used by the university by supporting current practices, including those of the Sustainability Plan, and establishing additional mechanisms;
3. Provide funding and reward/recognition for faculty/staff/community partner research about and addressing structural and community concerns locally and further afield;
4. Create mechanism for expanding access of community to Bucknell events, and actively welcome community members to participate in activities that foster positive campus-community relations, from cultural events to programs that address social issues or local concerns;

V. Develop clear **communication** that signals more broadly and visibly Bucknell's commitment to civic engagement

A. Consistent Messaging

1. Foreground messages about Engaged Bucknell, highlighting institutional commitment to public service and civic engagement in literature for and engagements with prospective students, new students, job candidates, staff and faculty orientation, communications, web pages, major, minors, and co-curricular efforts. Invite participation, solicit suggestions for the most compelling programs/projects to be highlighted/recognized;
2. Present Engaged Bucknell civic engagement information to job candidates as well as new faculty and staff within first semester;
3. Emphasize to prospective students and parents, and the general public, the central value of civic engagement in Bucknell's mission;
4. Establish University Advancement goals for civic engagement initiatives, consistent with this Plan and involving trustee/presidential leadership.

B. Increased Visibility

1. Increase visibility of student awards for civic engagement — the Bridge Builder, Change Agent, and Community Service Awards — through web profiles, admissions material, and *Bucknell Magazine*;
2. Establish a liaison in Communications Department whose responsibility it is to highlight Bucknell's civic engagement activities on a regular basis;
3. Showcase teaching, scholarship, community service, and activism that contributes to the public good, profiling students, faculty, staff and alumni who are civically engaged.

C. Alumni Connections

1. Work with University Advancement to develop a system to effectively connect and communicate with alumni who were involved with community engagement activities while at Bucknell or who are now active members in the field. Plan and track alumni and parent giving in support of civic and community engagement, be it on or off-campus;
2. Create and regularly update “talking point” brochures for use by University Advancement personnel;
3. Institute Career Development Center Alumni panels on civic engagement careers, avocations, activism.

TIMELINE AND ASSESSMENT

The Engaged Bucknell Civic Action Plan will guide the institution’s efforts to create a truly Engaged Bucknell ethos. The Plan provides a framework of goals for the first five years of this initiative (2019-2025), with annual reports documenting the progress made, an interim assessment during year three to determine necessary steps to fulfill the remaining obligations of the Plan, and a full assessment with recommendations for the future conducted at the end of five years. The newly formed Engaged Bucknell Coordinating Council will be the entity responsible for implementing and assessing the plan.

By deploying this Plan, Bucknell aims to become a national leader in civic engagement and fully prepare students for lives of engaged citizenship. We will continue an integrated focus on civic engagement efforts both in and out of the classroom, thereby supporting student learning and development across their entire university experience. As we think strategically about the year 2020, when Bucknell will once again apply to renew its Community Engagement Classification with the Carnegie Foundation, progress on the five core areas of action highlighted in this plan will demonstrate a commitment to furthering and deepening the institution’s commitment to community and civic engagement.





ENGAGED BUCKNELL CIVIC ACTION PLAN



× APPENDICES

APPENDIX A: OFFICE OF CIVIC ENGAGEMENT ACTION STEPS IN RESPONSE TO EXTERNAL REVIEW

Memo

To: Janice Butler, Director of Civic Engagement and Service Learning
2015-2016 Service Learning Advisory Board

From: Barbara K. Altmann, Provost
Bridget M. Newell, Associate Provost for Diversity

Re: Meeting to discuss response to OCE external review

Date: February 15, 2016

Thank you for meeting with us on February 10, 2016 to discuss your written response to the OCE external review. We were pleased to have the opportunity to hear from you and to begin to identify next steps for enhancing the work and reach of the Office of Civic Engagement. Below is an outline of the action steps that emerged from our meeting. The first two items are most immediate. We are happy to discuss the action steps with you, and we look forward to your progress on this important work.

1. Develop a position description for the faculty co-director of the Office of Civic Engagement. This would include: (1) primary responsibilities, including those that align with recommendations from your report; (2) proposed release time and compensation; (3) qualifications; (4) application process; (5) length of assignment, and so forth. As you suggested, the TLC and Writing Program faculty director positions could serve as models as you shape this position.
2. Develop a budget and plan for implementing the Scholars in Service Program. Our discussion touched on various options for realigning existing programs (e.g., Deans Scholars, Presidential Fellows) for this. Exploring the real possibilities associated with this is important now.
3. Draft guiding definitions of civic engagement, service-learning, and volunteerism. These draft definitions will be the starting point for important conversations across the university.
4. Prioritize all recommendations presented in your report over a specific time period, and include budget estimates for recommendations to be implemented in the first two years. As appropriate, align priorities with responsibilities of proposed Faculty Director as indicated in item 1 above. The Civic Engagement Symposium you propose could, for example, be an inaugural event organized by the co-directors of OCE, should the faculty co-director be established.
5. Develop a list of entities across campus who engage in similar or related work as a step toward envisioning OCE as a hub of a network. Identify areas of potential collaboration or intersections with these entities. *Please note:* This action step recognizes the importance of building on overlaps while also maintaining important distinctions among entities. We are consulting with other units for their understandings of which entities would be part of the network.

APPENDIX B: OFFICE OF CIVIC ENGAGEMENT DEFINITIONS DOCUMENT

Office of Civic Engagement DEFINITIONS DOCUMENT

Prepared by the Service-Learning Advisory Board, May 2016

Bucknell University values participation in community affairs and seeks to cultivate civic responsibility within and beyond the campus community. As noted in our mission statement, “Bucknell fosters a residential, co-curricular environment in which students develop intellectual maturity, personal conviction and strength of character, informed by a deep understanding of different cultures and diverse perspectives. Bucknell seeks to educate our students to serve the common good and to promote justice in ways sensitive to the moral and ethical dimensions of life.” In an effort to promote better understanding of widely-used terms, the Office of Civic Engagement and the Service-Learning Advisory Board worked in the Spring of 2016 to clarify the meaning of several common concepts.

Definition of Terms

Civic Engagement

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

– Preface, page vi, *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000.

At Bucknell, civic engagement takes various forms — from volunteering for community service as an individual, to contributing to group service-learning projects as part of a course or co-curricular activity, to participating in the electoral processes of government, or disseminating specific information or knowledge to serve the public good. As examples, a staff member might tutor someone learning English; members of a class might design a website for a local non-profit agency; a student organization might petition for legal reforms, or students in a course could prepare and present a workshop on climate change at a public school.

Community Service, or co-curricular volunteer labor, consists of efforts intended to help people or communities. Community service is a form of civic engagement that can foster:

- development of leadership skills
- positive relationships and collaboration
- active engagement in civic affairs
- opportunities for real-world experiences and practical problem-solving

Academic Community-Based Learning provides organized and meaningful educational experiences outside the classroom to enhance knowledge of course concepts or a particular subject, focuses on the people and/or issues related to the topic of study in the specific setting, and involves structured opportunities for critical reflection. Among the high impact educational practices cited by the American Association of Colleges and Universities as having a beneficial impact for students, this type of experience has been shown by research to increase rates of student retention and student engagement.

Service-learning refers to organized educational experiences intended to meet a community need that benefit those providing the service as well as individuals or groups in the public sphere. This high impact practice involves structured opportunities for critical reflection to promote greater awareness and understanding of social issues and actions. It is also a form of civic engagement.

In a curricular context, service-learning refers to credit-bearing activity that intentionally links academic course work with efforts to address a community need in such a way as to promote knowledge of course concepts, application of disciplinary material, understanding of the field of study in a broader context, and a sense of civic responsibility. Service-learning in a co-curricular context does not involve academic credit, but it does intentionally involve both efforts to serve the public good and to further individual and group learning. Whether academic or co-curricular, this kind of experiential education is meant to benefit both the learners and those in the community. Service-learning can

- raise awareness of social issues and community concerns
- identify various stakeholders, contributing factors, obstacles, assets, and resources available to address an issue
- increase understanding of complex issues and problem-solving skills needed to address them
- promote a sense of civic responsibility and common purpose.

Off-Campus Studies involves short-term, semester, summer, and year-long experiences that engage students in learning through cultural immersion and interaction with communities beyond Lewisburg. Participation in formal credit-bearing study abroad, “Bucknell in” programs, or alternative service-learning breaks can enhance undergraduate education while enriching personal, social, and professional development. Diversity/Global learning is another of the high-impact educational practices identified by the American Association of Colleges and Universities.

Community-Based Research takes place in community settings, engages learners in collecting, analyzing, and understanding information from that setting, and generates knowledge about social or ecological issues relevant to the community. Community-Based Research ideally involves collaboration between researchers and community members on project design, implementation, and interpretation of results. Public dissemination of the knowledge produced, so that communities can use this information in constructive ways, is critical.

Citizenship development involves preparing learners to cultivate and practice their roles as informed members of society who actively contribute to the public good by investigating, analyzing, and acting on issues affecting their communities and institutions. The development of civic skills and attitudes can take different forms, from participating in diversity workshops, registering voters, and interning at a social service agency, to planning a social justice demonstration, researching sustainable energy solutions, or learning and practicing leadership. These initiatives build capacity to

- value diversity, practice inclusion, and employ ethical problem-solving.
- think critically – recognizing social, economic, environmental, cultural, and political dimensions of issues.
- work cooperatively with others to promote justice and improve society.

In terms of academic civic engagement, Bucknell uses specific criteria to designate courses with that involve students in the public sphere. Faculty may voluntarily elect to have courses designated as Community-Based Learning or Service-Learning Courses.

Criteria for specially designated courses:

Community-Based Learning (CBL) course

1. provides students with organized and meaningful learning experiences *in settings outside the classroom* to enhance understanding of information, concepts, and theories related to the course or to build skills in the discipline.
2. focuses a significant portion of instructional time on the community settings where students are learning, researching, or observing social or environmental issues at work.
3. involves structured opportunities for students to reflect critically on the connections between their community experiences and course content; examples of such opportunities include individual writing, class discussions, group projects, or oral interviews.
4. clearly states that demonstration of knowledge gained through the community interaction, rather than simple completion of a specified number of hours off-campus, will be used to help determine students' grades.

A **Service-Learning (SL)** course *requires students to engage in activities that clearly serve the public good by partnering with a community group in a way that is mutually beneficial.* Such a course meets criteria 3. and 4. above and in addition

- addresses a need in the community (campus, local, regional, global) through organized service activities.
- demonstrates a clear connection between the service activity and the course content and/or disciplinary field
- promotes increased civic awareness and community engagement.
- requires a significant number of service hours to a community partner or government agency from each student.

APPENDIX C: ENGAGED BUCKNELL COORDINATING COUNCIL CHARTER PROPOSAL

Engaged Bucknell Coordinating Council Charter Proposal

Drafted by Coralynn Davis and Shaunna Barnhart, fall 2018

Background

In October 2017, Bucknell President John Bravman signed the Campus Compact 30th Anniversary Statement, which commits the university to renewing its dedication to preparing students for democratic citizenship, building partnerships for change, and reinvigorating higher education for the public good. By signing the statement, President Bravman committed the university to developing a Campus Civic Action Plan that states the actions the university will take as it moves forward with a renewed sense of urgency, along with the impacts it expects to achieve. Beginning in November 2017, a Civic Action Plan Task Force began deliberating and completed its work in December 2018. The resultant Engaged Bucknell Civic Action Plan foresees an Engaged Bucknell Coordinating Council, with membership that includes those from across the university whose individual decision-making and coordinating roles focus, at least in part, on some aspect of university-community relations and partnerships in the central Susquehanna Valley.

Mission

The Engaged Bucknell Coordinating Council's mission is to implement and assess the Engaged Bucknell Civic Action Plan and to coordinate the University's community engagement efforts, especially in the Central Susquehanna Valley communities, primarily Northumberland, Snyder, and Union counties.

Purpose of the Council

1. Operate as a hub for activities related to the public purposes of Bucknell University as an anchor institution in the region.
2. Implement and assess the Engaged Bucknell Civic Action Plan.
3. Ensure mutually respectful partnerships between Bucknell and community stakeholders in pursuit of a just, equitable, and sustainable future for our Central Susquehanna Valley communities.
4. Communicate with internal and external constituents about the University's civic engagement activities and accomplishments.

Membership

Director of Office of Civic Engagement (co-chair)

Faculty Director for Academic Civic Engagement (co-chair?)

Director of Athletics, designate

University Chaplain, designate

Dept. of Education Field Experience Coordinator/Director of Professional Education

Associate Dean of Students for Living, Learning and Leadership, Division of Student Affairs

Dean of the College of Management, designate

Associate Dean of Students and Strategic Initiatives, College of Engineering

Dean of College of Arts and Sciences, designate

Bucknell Center for Sustainability and the Environment, designate

Associate Provost for Diversity, Equity and Inclusion, designate

Director of Global Education, designate

Small Business Development Center, designate

University Advancement, designate

Faculty Council or Committee on Instruction, designate

Two Student Representatives, process to be determined

Frequency and timing of meetings

Monthly, in addition to any subcommittees that the Council may convene.

Accountability

Office of Civic Engagement, Office of the Provost, Meeting Minutes

Every 3 years, this body will review and consider revisions to its charter

APPENDIX D: ENGAGED BUCKNELL COMMUNITY ADVISORY BOARD CHARTER PROPOSAL

Engaged Bucknell Community Advisory Board Charter Proposal

- drafted by by Susan Jordan, Sam Pearson, and Coralynn Davis on October 8, 2018
- subsequent suggestions by members of Community Partner Discussion Group from spring 2018 solicited and incorporated in late October 2018
- considered/edited by the Civic Action Plan Task Force in November and December 2018

Background

In October 2017, Bucknell President John Bravman signed the Campus Compact 30th Anniversary Statement. Campus Compact is a national coalition of 1,000+ colleges and universities committed to the public purposes of higher education. It promotes democracy-building through civic education and community development. With his signing of the Campus Compact statement, President Bravman committed the university to renewing its efforts to prepare its students for democratic citizenship, building partnerships for change, and reinvigorating higher education for the public good. In signing the statement, President Bravman also committed the university to a year-long process toward the development of a university Civic Action Plan that states the actions the university will take as it moves forward with a renewed sense of urgency, along with the impacts it expects to achieve. In November 2017, Bucknell's Provost Barbara Altmann formed a Civic Action Plan Task Force to undertake the development of the Plan. To inform the work of the Task Force, Bucknell's Office of Civic Engagement created a semester-long learning community on "Civic Engagement, Community Partnership, and the Public Purposes of Higher Education," in order to learn from regional community stakeholders about their experiences with and visions for a more fully community-engaged Bucknell. One key element of feedback the community members gave in these sessions was that they desired a more coherent, regularized way to communicate and collaborate with the university about community issues and initiatives. It was suggested that a Community Advisory Board could provide a central mechanism for such ends. The Civic Action Plan Task Force has included the establishment of such a board as an action item in its Plan, with a proposal for a charter for this board attached as an appendix to the Plan.

Mission

The mission of Bucknell's Community Advisory Board is to co-create mutually respectful partnerships between Bucknell and community stakeholders in pursuit of a just, equitable, and sustainable future for our Central Susquehanna Valley communities, primarily those located in Northumberland, Snyder and Union counties.

Purpose of the Board

The purpose of the Community Advisory Board is facilitate and strengthen the university's capacity to act as a responsible member of the communities in which it resides, including being conscious of the impact of campus-based decisions on the surrounding community and larger region, by:

1. Fostering and improving communications between communities and campus;
2. Supporting University and community stakeholders in mutually beneficial collaboration on community research and action projects;
3. Informing the University about current and possible future community initiatives and needs;
4. Informing community stakeholders about current and possible future University initiatives that affect our communities or for which community input/collaboration is desired;
5. Engaging in conversation with University decision-makers on proposed University initiatives involving or impacting our communities;
6. Enhancing the capacity of community partners and Bucknell alike to respond swiftly and effectively to shifting conditions (e.g., a flood, sudden public health issue);

7. Exploring and advising on strategies to ensure that marginalized members of our communities/campus are welcomed and included equitably on and off campus;
8. Designating a representative to report the Community Advisory Board's outcomes to the Engaged Bucknell Coordinating Council.

Membership components

1. A Bucknell and a community partner co-chair
2. Maximum 18 participants
3. Up to three regional umbrella organization representatives (e.g. United Way)
4. Representatives from each county government (Union, Northumberland, and Snyder)
5. Representatives from a range of sectors, including but not limited to: health care, education, prisons, housing, food insecurity, diversity (isms), environment, transportation, religious and spiritual/ethical communities
6. University representation:
 - Director of the Office of Civic Engagement
 - Faculty Director for Academic Civic Engagement
 - Small Business Development Center, designate
 - Provost, designate
 - Associate Dean for Living, Learning & Leadership or other Dean of Students designate
7. Membership will include representation from typically underrepresented groups, e.g., a local Hispanic leader, and those representing labor and veteran interests

University representatives will be responsible for convening the appropriate Bucknell faculty, staff, and students to serve on ad-hoc or sub-committees with community members as needed to address emergent issues and create partnerships to undertake new initiatives. Community partner board members may be asked to do the same within their networks.

Tenure

3-year tenure, renewable once

In initial 2 years, some members have 1 and 2 year terms only, so as to set up a staggering shift in membership in subsequent years.

Ex-officios may not have term limits

Frequency and timing of meetings

The full Advisory Board will meet twice per semester: late August, early December, late January, mid-April

In order to engage broader communities and build stronger partnerships, up to one other event per semester may be arranged with a focus on community issues and/or initiatives of general concern. Additionally, the board members may be asked to serve on ad-hoc or sub-committees which could require additional meetings as determined by the respective committees.

Accountability

Meeting minutes will be kept from which annual reports will be created. These will be shared with the Engaged Bucknell Coordinating Council and the broader community. Every 3 years, this body will review and consider revisions to its charter.

APPENDIX E: REPORT FROM “CIVIC ENGAGEMENT, COMMUNITY PARTNERSHIP, AND THE PUBLIC PURPOSES OF HIGHER EDUCATION” LEARNING COMMUNITY

Campus-Community Discussion Group Report:

“Civic Engagement, Community Partnership, and the Public Purposes of Higher Education”

AUGUST 22, 2018

Background

The idea for a Campus-Community Discussion Group arose from discussions within the Civic Action Plan Task Force and the Service Learning Advisory Board about obtaining feedback from Bucknell’s community partners about the campus-community relationship broadly, and specifically about what might be done to enhance and expand upon this relationship in the context of the Task Force’s work to translate the *Campus Compact 30th Anniversary Action Statement* (Campus Compact, 2017) into a Campus Civic Action Plan for Bucknell. From the original proposal (Faculty Learning Community Proposal, November 2017):

The purpose of this proposed learning community is to explore issues related to civic engagement, community partnerships, and the public purposes of higher education. We are inviting members of community organizations and agency representatives to join the series of conversations with educators as we consider ethics and politics as well as practicalities of partnerships serving the local public. In the past, of course, Bucknell has worked together with social service and non-profit groups to help address local needs and promote civic responsibility among our students. Yet, rarely do we take time to reflect together on those relationships and consider what is effective and how we might enhance our interactions. That would be the aim of this spring series of discussions.

The Proposal was submitted by Professors Coralynn Davis (Faculty Co-Director, Office of Civic Engagement; Anthropology and Womens’ & Gender Studies) and Bill Flack (Psychology) to the Teaching and Learning Center (TLC), and was ultimately funded by the Office of Civic Engagement (OCE).

Discussion Group Meetings

Members of the Service Learning Advisory Board, the Civic Action Plan Task Force, faculty and staff who had participated in the annual Service Learning Workshop or taught service-learning or community-based learning courses, and representatives of community organizations (chosen based on their prior and current involvement with Bucknell students, faculty, and staff) were invited to join the Discussion Group. Five meetings of the Discussion Group were held at Bucknell and at a number of community organization facilities between January and May 2018. The meetings were chaired by Professors Davis and Flack, and group membership varied somewhat from one meeting to the next.

The first few meetings were devoted to introductions and consideration of the *Campus Compact Statement*, focusing especially on the five affirmations at the center of the *Statement*. Subsequent meetings were based on consideration of material on effective service-learning partnerships, including distribution of a worksheet and checklist drawing from Stoecker and Tryon (2014; copies attached); questions raised by community partners and Bucknell faculty; and what could be learned from successful campus-community partnerships. In what follows, we summarize the main themes and recommendations from these meetings.

1. The town-gown relationship needs improvement.

While some community partners spoke of positive experiences with Bucknell students and faculty, there was also consistent expression of concern that the University has pulled away from involvement in the community (at least with the non-profit sector). Some with a longer history of this relationship expressed a desire for the kind of direct involvement that was facilitated by Charlie Pollock, and that seemed to have lapsed with his passing. Some feel that Susquehanna University’s relationship with Lewisburg partners is significantly more substantial than Bucknell’s (including involvement of SU personnel on some community organization boards). All felt that a regular meeting of Bucknell and community partners, as well as a clearly expressed commitment to the revitalization of this relationship

by the University, would be vital for re-establishing and maintaining this relationship. Some recommended a needs assessment be conducted to obtain information on organizational needs that the University might help to meet (consistent with *Campus Compact Statement* aspirations). A Community Partnership Board should be established to meet periodically for communicating opportunities and needs in both directions, and to help prioritize and sustain Bucknell's community-engagement efforts.

2. Community organization experiences with Bucknell students, faculty, and administration vary a great deal.

Community partners spoke of varied experiences with Bucknell students and faculty (few said anything about experiences with administrators). Student involvement in community organizations has worked best in the context of service-learning courses in which expectations of students and organizations are agreed and clearly laid out by both parties. This requires that faculty go beyond simply choosing an organization from the OCE database of community organizations and telling students to go there. The best experiences are those in which faculty meet with organization personnel well before their course starts to develop a partnership. Some community partners expressed needs for procedures and resources that have been available via OCE, indicating a need for better lines of communication and improvements in technological support. Most of the actions enumerated by Stoecker and Tryon (2014; attached) to be taken by faculty, community partners, and students for effective service-learning partnerships were endorsed by Discussion Group members.

3. The partnership between Bucknell and the Mother Maria Kaupas Center in Mount Carmel is a success story that could be used as a model for similar partnerships in other locations, especially ones outside of Lewisburg.

The Bucknell-Kaupas Center was consistently alluded to as a successful, productive partnership for both the University and the organization (this partnership is described in detail in *Campus-Community Discussion Group: Mother Maria Kaupas Center-Bucknell partnership*; attached). Since April 2015, "200 students from 29 classes worked on 40 separate projects," including a variety of courses, departments, and projects that extended beyond Mount Carmel to Shamokin and Coal Township. Central to the success of this partnership was the establishment of long-term relationships between Bucknell faculty and Kaupas Center personnel. The theme of "stepping outside of our comfort zones" was also important for all parties. This theme was reiterated by other community partners as a problem in their experiences of Bucknell students, many of whom give the impression of "going through the motions" and "box-checking" rather than engaging in deeper involvement. Changes in students' level of community engagement will require a commitment to making significant changes in Bucknell student culture that will require substantive efforts on the part of Bucknell leadership. A needs assessment of the sort mentioned earlier in this document might be used to ascertain other areas of need in central Pennsylvania that could lead to the establishment of "field stations" similar to the one in Mount Carmel.



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