

EXECUTIVE SUMMARY

Moravian College is pleased to submit our Civic Action Plan as part of the 30th Anniversary Action Statement. This plan is comprehensive and ambitious, bringing together multiple stakeholders from different corners of the community and campus to work toward one common goal: increasing opportunities for students, faculty and staff to contribute the common good. Through increased data collection, assessment of programming, working collaboratively with faculty, and listening to the student and community voice, we indeed to diligently work toward the following goals:

- Campus-wide Day of Service
- Staff and faculty participate in The 1742 Experience (a pre-orientation experience for incoming freshman) and/or Staycation (an alternative break opportunity for students to stay in the Lehigh Valley and engage in service over spring break instead of traveling)
- Solidify an additional Community Partnership School
- Stronger, more unified partnerships with existing community organizations and schools
- New partnerships within the immediate community; diversifying the portfolio of opportunities offered to students
- Implement Community-Asset Mapping
- Opportunities for students are direct, diverse, and action-focused
- Service opportunities are offered during new student orientation
- Students are employed as student workers within the Civic Engagement division of The Center for Career and Civic Engagement
- Students are engaged in an e-portfolio program during service with a distinct connection to pre-, during, and post reflection
- Admissions is coached and oriented to Civic Engagement initiatives and priorities so they are listed, explained and acknowledged
- Reflection is comprehensive and expected
- Enrollment management and Student Success Mentor programming (retention program) collaborates with Civic Engagement office
- Service immersion programs, including Alternative Break are an institutional staple
- There will be transportation available to students, faculty and staff to engage in service
- Uniform background check system for all student volunteers, including process, collection and maintenance of records
- Assessment specific to Civic Engagement efficacy, satisfaction, and best practice
- Service Learning classes are assessed for content, frequency, and effectiveness
- Alumni are considered true advocates and partners in our work
- In-Focus themes are consistently tied to service initiatives and projects
- Majority of students will have participated in a course that provided a service experience
- Institutionally defined and agreed upon definition of service

- Hire staff to support initiatives and growth of department
- Certain campus student programming includes a service component
- Existing curriculum (where applicable) includes a civic engagement initiative
- Financial commitment to formal reporting structure/platform for tracking hours (ex: GivePulse, NobleHour, etc.)
- Faculty are incentivized to include community involvement in existing curriculum, or create service-learning course
- Faculty understand how to incorporate community based learning and service into their work
- Marketing and Communications teams work to create new strategies and documents for advanced promotion and publicity
- Materials are used to market/acknowledge commitment to service
- Director of Civic Engagement presence in committees

VISION AND MISSION

As America's sixth-oldest college, Moravian College has been a little revolutionary from the start. The College has been pushing boundaries in small ways that have big (lasting) impacts since 1742. That's when a 16-year-old girl founded Moravian as the nation's first school to educate women. And way before that, Moravian bishop John Amos Comenius had an ahead-of-his-time idea: That learning should be fun. Exhilarating even. No wonder Moravian College, to this day, gives 1,600 undergraduates eye-opening, heart-racing ways to discover their own little revolutionary spirits. Now, fast forward to 2015. With the roll out of the new strategic plan (Vision 2020) came the institutional commitment to service. The creation of The Center for Career and Civic Engagement would bring service, community-based learning, and volunteerism to the forefront of opportunities for students. The new Director of Civic Engagement was charged with determining the mission and vision for the civic side of the house, all while continuing to provide (and increase) quality experiences for the campus community.

The Center for Career and Civic Engagement is committed to increasing student involvement in authentic, varied, and direct experiential learning opportunities. We seek to achieve increased participation in all aspects of our service programming - from episodic to long term, Alternative Break and Service Immersion Experiences, and service learning through comprehensive partnerships with faculty. Our civic action plan will start to draw some exciting and innovative lines in the "community sand". We are committed to the tenants of the 30th Anniversary Action Statement and we seek to use these tenants as the driving force and language behind our actions.

The mission statement of Moravian College is simple yet powerful: Moravian College's liberal arts education prepares each individual for a reflective life, fulfilling careers, and transformative leadership in a world of change. It's easy to see how civic engagement fits so beautifully into our overarching mission. The Center for Career and Civic Engagement assists and provides support to students through experiential learning and professional development opportunities. The experiential learning component of our office is expressed through active citizenship by addressing student interests and community needs that develop leaders in service to the common good. This active citizenship instills a strong connection to civic engagement as it applies to academic disciplines, the community, and the campus. To sum up, we want students to serve, explore, and act.

INSTITUTIONAL BASELINE - WHAT ARE THE ASSETS?

Since 2000, Moravian College has offered volunteer activities for students. The activities were mostly episodic and focused on key days of the traditional “volunteer calendar” for example MLK Day, Earth Day, and Dr. Seuss’ Birthday. There were initiatives for Hunger and Homelessness Awareness Week in November and there was a rather large America Reads tutoring program in local schools and afterhour programs. 2006 brought a new president to the college and with him a surge of programs and projects designed around leadership. Students were engaged in both scholarship and experiential opportunities that emphasized and strengthened their leadership capacities. As a result, service was seen as a byproduct of leadership. Service was a great way to learn and exercise the skills of a leader but it wasn’t the only way. The college saw exciting and innovative programs that empowered students to focus on their leadership toolkit.

The transition of Presidents in 2013 ushered in fresh and new ideas in every corner of the campus community. The first major change was the creation of the Strategic Plan (Vision 2020). This was to become the absolute driving force for faculty scholarship, teaching, and service. It also drove all of the work of student affairs, including the creation of an office of civic engagement with the hiring of a new director. In 2015, with one name change, The Center for Career and Civic Engagement reinforced that service was a tenant of the college and a desired and respected component of student involvement and success.

Currently, the director of civic engagement is responsible for the vision and mission of the office. Activities, projects, and initiatives are being assessed and rolled out. There is a robust tutoring and mentoring program at 5 different locations in the area, initiatives follow the traditional volunteer calendar, and there are large-scale projects and experiences for the student throughout the year. The office is consistently increasing and diversifying the opportunities available for students and there are ever-increasing service immersion/alternative break experiences during spring break. *But there is so much more to be done.*

Moravian College is at a crucial point in our civic engagement development. The students are interested, the faculty are starting to show favor, and there is support behind the director of civic engagement. The ball is in motion, but it's slow and at times, frustrating! The civic engagement director is a team of one. There is a direct capacity issue but as new teams know - you need to prove successful programming before sustained growth and an increase in resources are allotted but you need staff to help do that! It's a vicious circle!

That the president enthusiastically signed on to the 30th Anniversary Action Statement already says so much. We are committed to try to mold and shape our programming with the 5 statements as the pillars for our decisions and conversations. The 5 statements will allow us to have a focus and benchmark as we attempt to make changes moving forward. Currently, there is very little existing data that specifically looks at the impact of civic engagement initiatives. We have much work to do in assessment at all levels. Now that we are in our second year of this new commitment to service, assessment is the next step for evaluating and changing our programs based on results.

Moravian College is an anchor institution. We've been in place since 1742, we certainly aren't going anywhere, and there is a sustained and concerted effort to ensure that we are evolving and impacting our community in the most effective way. However, the collective impact of our work and service needs to be measured from the community perspective. This is an important missing piece of our work and the creation of this action plan has shed much light on this deficiency. We know that this is a good thing.

COMMUNITY BASELINE - WHAT ARE THE ASSETS?

There are several key assets in the community (see chart below). The current collective impact efforts that we directly connect with are those determined by the United Way. We are working in collaboration with our Community School for implementing projects that are focused on tutoring, mentoring, student engagement and attendance. We are collaborating with each of these key stakeholders in different capacities and our civic action plan makes moves toward increasing these connections and projects.

Private	Nonprofit	Government Organizations
AirProducts	Bethlehem Area School District	Mayor's office of Bethlehem
WellsFargo	United Way	
Just Borne	Boys and Girls Club of Bethlehem	
B.Braun	St. Luke's Health System	
	Lehigh Valley Health Network	

PLANNING TEAM - DRIVERS OF CHANGE, CONNECTORS

Name	Position	Role
Gillian Smith Sharkey	Director of Civic Engagement	Lead
Amy Saul	Associate Dean of Career and Civic Engagement	Administrative lead and representative on strategic plan
Michael Hertel	Director of Career Development	Co-director in the center; can speak to the student engagement experience

Dr. Nicole Loyd	VP for Student Affairs & Dean of Students	Reports to President, member of President's Council
Dr. James Teufel	Assistant Professor and Director of Public Health program	Key faculty voice
Dr. Katie Desiderio	Associate Professor of Management and chair of Business Dept	Key faculty voice
Dr. Diane Husic	Dean, School of Natural and Health Sciences	Key faculty voice and administrator in the Provost's Office
Sara Steinman	Director of Student Involvement	Influential staff person Oversees USG and Moravian Activities Council
Suzanne Moyer	Administrative Assistant	

This group of individuals is invested in service as an experience for students, increasing opportunities for student development and offering opportunities for faculty to be more connected to the community. There is a collective understanding that our students need to be offered experiences that allow for their growth and knowledge of issues that affect our communities locally, nationally and globally. This group of individuals is uniquely positioned around the campus community to best assist in these efforts. One goal with this initial group is to work together to determine who should be added as Civic Engagement continues to grow on campus. A short list includes representatives from: Marketing and Communications, Res Life, Institutional Advancement and Admissions.

We are constantly thinking how these resources can be best leveraged. Right now, we are working within a signature model of civic planning. We have a commitment to the overarching idea of civic engagement as a High Impact Practice as boldly outlined in the strategic plan. Our opportunities are varied but have structure. We are squarely at the beginning phase of this action plan. We are determined to see Civic Engagement as a core staple of the student involvement and student development experience. We are hopeful that the model that we are in now can evolve and grow into a collective impact network. We have the drive. We just need to build the infrastructure (including acquiring the appropriate and necessary financial resources) to make it happen. As we move forward to the completion of the strategic plan, in 2020, there are large sweeping goals to attain: 80% of students will have participated in community service by graduation and service-learning courses will increase by 10%. We are hopeful that the commitment to, and implementation of, this plan will drive success in these areas.

OUTCOMES

Outcome	Type of Change	Commitment to the Action Statement	Measure(s)	Indicator(s)	Timeline
Campus-wide Day of Service	Culture	#1 We empower our students, faculty, staff and community 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	Committee created to determine the overall day Survey to staff/faculty about interest to participate Survey to faculty/staff to determine placement ideas	The implementation of a day of service Students engaged in service day Faculty engaged in service day Administrative support	Summer 2017 for implementation Fall 2017
Staff and faculty participate in The 1742 Experience (a pre-orientation experience for incoming freshman) and/or Staycation (an alternative break opportunity for students to stay	Culture	#1 We empower our students, faculty, staff and community to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for	Number of faculty and/or staff who agree to participate alongside students Number of faculty and/or	Increased number of engaged colleagues Increased number of students working alongside faculty/staff during experience	Spring 2017 for implementation Fall 2017

in the Lehigh Valley and engage in service over spring break instead of traveling)		communities beyond the campus - nearby and around the world	staff who provide suggestions for partnerships and service ideas Number of faculty who volunteer to support reflection	Increased number of new partnerships or new service projects for student experiences	
Solidify an additional Community Partnership School	Sustainable capacity development	#1 We empower our students, faculty, staff and community 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	Survey of key stakeholders at the school to determine possible projects Number of students engaged in varied service at new location Review of resources from existing Community School that can be duplicated to support new partnership Faculty/Staff survey to determine new support & engagement	Determined number of projects that are sustainable and scalable Increase in student engagement Increase in students who participate in more than one location Increase in new documents and resources that are site-specific Increased number of faculty working with teachers/students and engaged in project-based work with college students	Fall of 2017 – conversation Fall of 2018 – partnership in action
Stronger, more unified partnerships with existing community organizations and schools	Culture	#1 We empower our students, faculty, staff and community 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	Faculty consider community partnerships a value-add to their curriculum and teaching Faculty with subjects or expertise that is nontraditional for service projects	Increased faculty presence working alongside community partners Increased faculty presence with nontraditional/not-expected majors Increased number of students serving	Ongoing

New partnerships within the immediate community; diversifying the portfolio of opportunities offered to students	Sustainable capacity development	#1 We empower our students, faculty, staff and community 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	Survey faculty/staff Survey existing partners Survey students	Increased number of potential partnerships with a local connection Increased number of stakeholder interest in programming and relationships	In process/ongoing
Implement Community-Asset Mapping	Culture	#1 We empower our students, faculty, staff and community 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	Number of people involved Number of documents produced Number of potential projects suggested	Increased strength of community voice Increased number of community members in decision-making process for both new partnerships/new projects and bettering existing projects	Summer 2017 and Fall 2017
Opportunities for students are direct, diverse, and action-focused	Sustainable capacity development	#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	Task force to determine student need/likes Student focus group to determine what existing projects are working Critical review of existing projects to determine satisfaction and impact	Increased experiences for students for fellowship, large scale initiatives (ex: Hunger and Homelessness Awareness Week), and during recognized national days of service Increased number of new participants in seasonal programs and initiatives Increased number of students engaged in campus events Potential decrease in programs that are ineffective or poorly attended	Ongoing

Service opportunities are offered during new student orientation	Culture	#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	Collaboration with first year programs Marketing in new student orientation materials	Increase in new student involvement in first semester Increased number of student appointments for service experience Increase in marketing materials offered	Spring 2018 for Summer 2018
Students are employed as student workers within the Civic Engagement division of The Center for Career and Civic Engagement	Sustainable capacity development	#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	Number of staff Number of new recruits Number of new projects/ideas	Increase in number of student staff specific to CE Increased in new students interested in serving Significant increase in student voice Increased projects and opportunities	Spring 2017 for fall 2017
Students are engaged in an e-portfolio program during service with a distinct connection to pre-, during, and post reflection	Policy and systems	#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	Number of faculty invested in e-portfolios Number of courses offering e-portfolios Collaboration with faculty to determine purpose and use of e-portfolio that is relevant for service activities Collaboration with The Center for Career and Civic Engagement - Career Development side - to support students with	Increased number of faculty using e-portfolios for service-learning courses Increased number of students engaged in process Increased number of appointments on the Career side to review portfolio content	Spring 2018 for Fall 2018

			how portfolio benefits their future interview approach		
Admissions is coached and oriented to Civic Engagement initiatives and priorities so they are listed, explained and acknowledged	Policy and systems	#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	Number of meetings with Admissions staff to share information Number of interactions with tour guides to share information Number of documents shared to emphasize our work	Increased presence at Accepted Students Days, Open Houses, Tours Increased number of retained freshman to sophomore year Increased emphasis on explanation of Civic Engagement/volunteerism place within the Liberal Arts	Summer 2017 for Fall 2017 tours Fall 2017 for new students days 2017/2018 and ongoing
Reflection is comprehensive and expected	Culture	#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	Creation of documents related to reflection Number of faculty engaged in supporting efforts Number of students engaged	Increased number of survey submitted/workshops attended Increased number of repeat students Increased number of faculty involvement	Ongoing
Enrollment management and Student Success Mentor programming (retention program) collaborates with Civic Engagement office	Culture	#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	Department data on student enrollment Data on reasons why students are leaving Moravian Data on high impact practice Data on opportunities specifically geared at retention	Increased retention of students engaged in service Increased number of opportunities presented to students for involvement Increased number of students interested in engagement	Summer 2017

<p>Service immersion programs, including Alternative Break are an institutional staple</p>	<p>Culture</p>	<p>#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</p>	<p>Number of trips offered Number of semesters offered Number of applications Number of faculty and staff as chaperones Survey of faculty/staff interest Survey of faculty/staff to determine potential placements Survey of existing experiences not through the Center for Career and Civic Engagement</p>	<p>Increased opportunities for experiences (location and time of year) Increased number of student applicants Creation of Alternative Break Student Group Increased number of repeat student interest Increased number of collaborations with faculty Increased number of interested faculty/staff as leaders</p>	<p>Spring 2018 Ongoing</p>
<p>There will be transportation available to students, faculty and staff to engage in service</p>	<p>Sustainable capacity development</p>	<p>#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</p>	<p>Get a van or bus</p>	<p>Increased student involvement Increased opportunities for partnerships outside of immediate location</p>	<p>Spring 2018</p>
<p>Uniform background check system for all student volunteers, including process, collection and maintenance of records</p>	<p>Policy and systems</p>	<p>#3 We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities - economically, socially, environmentally, educationally, and politically</p>	<p>Create a committee to determine need Creation of Background Check process for all student athletes, greek life, and student volunteers</p>	<p>Process in writing documenting all steps of each required check Increase in compliance during file checks One person is the expert in the process - works in collaboration with HR, coaches, Greek life</p>	<p>Immediate</p>

Assessment specific to Civic Engagement efficacy, satisfaction, and best practice	Policy and systems	#3 We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities - economically, socially, environmentally, educationally, and politically	Collaboration with Assessment team Survey students Critical review of existing assessment Survey faculty	Increase in assessments directly related to civic engagement efforts Increase in surveys, reflection, workshops, data collection	Start in summer 2017 Roll out Fall 2017
Service Learning classes are assessed for content, frequency, and effectiveness	Policy and systems	#3 We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities - economically, socially, environmentally, educationally, and politically	Number of service learning courses measured Number of faculty engaged in process Critical analysis of content Review of curriculum approaches Number of majors/disciplines engaged in service as a pedagogy	Benchmark determined for courses, faculty involvement, disciplines and content Database of service learning courses and content	Ongoing Fall 2017
Alumni are considered true advocates and partners in our work	Culture	#3 We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities - economically, socially, environmentally, educationally, and politically	Number of alumni already engaged Number of projects with alumni presence Number of repeat alumni	Increased number of alumni present at events Increased number of alumni who express interest in leading/suggesting projects Increase in new alumni Increase in collaboration with alumni engagement office	Spring 2018
In-Focus themes are consistently tied to service initiatives and projects	Culture	#4 We harness the capacity of our institutions - through research, teaching,	Survey of faculty Survey of existing	Increase in faculty support for incorporating in-focus themes in civic engagement initiatives	Summer 2017 for Fall 2017 ongoing

		partnerships, and institutional practice - to challenge the prevailing social and economic inequalities that threaten our democratic future	programs	Collaboration with chairs of in-focus to support programming	
Majority of students will have participated in a course that provided a service experience	Policy and systems	#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	Track hours Track projects Track faculty involvement	80% of students will have participated in community service 10% increase in service learning offered	2020
Institutionally defined and agreed upon definition of service	Culture	#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	Survey faculty Survey staff Survey students Survey student leaders in clubs/orgs Survey community members	Define service for Moravian College	Summer 2017, Fall 2017
Hire staff to support initiatives and growth of department	Sustainable capacity development	#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	Assess hiring needs	Increased number of staff in Civic Engagement	Fall 2018
Certain campus student programming includes a service component	Culture	#5 We foster an environment that consistently affirms the centrality of the public purposes of higher education	Survey student clubs/orgs Student task force to assess interest	Increased number of student clubs engaged in service Increased number of meetings	Ongoing Fall 2017

		by setting high expectations for members of the campus community to contribute to their achievement	Workshop with student leaders/philanthropy chairs	with key leaders	
Existing curriculum (where applicable) includes a civic engagement initiative	Policy and system	#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	Survey faculty Survey department chairs Critical review of first year seminars	Increased number of courses offering service Increased number of Service Learning courses available Increased number of collaborations with The Center for Career and Civic Engagement	Ongoing Fall 2018
Financial commitment to formal reporting structure/platform for tracking hours (ex: GivePulse, NobleHour, etc.)	Sustainable capacity development	#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	Needs analysis of tracking information Research different options for formal tracking	Acquired new system	Fall 2018
Faculty are incentivized to include community involvement in existing curriculum, or create service-learning course	Policy and systems	#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	Departmental data on promotion and tenure awards Data on who is involved in teaching and service	Increased number of promotions for faculty focused on intentional change Increased number of faculty including service as part of tenure packets Increased number of faculty seeking guidance for service in curriculum	Spring 2018
Faculty understand how to incorporate community based learning and service into their	Culture	#5 We foster an environment that consistently affirms the centrality of the public	Number of workshops/training held	Increased number of courses that offer service component	Spring 2018

work		purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement	Survey of departments	Increased number of faculty attending workshops	
Marketing and Communications teams work to create new strategies and documents for advanced promotion and publicity	Sustainable capacity development	#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	Critical analysis of materials already in circulation Marketing is aware of projects and initiatives	Increased presence on website Increased materials ready for distribution Increased social media presence	Ongoing Summer 2017 Roll out for Fall 2017
Materials are used to market/acknowledge commitment to service	Culture	#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	Documents produced to share information Resources are collaborative and speak to the 4 paths of service: direct, indirect, fundraising and advocacy	Increased number of resources	Summer 2017 for roll out Fall 2017
Director of Civic Engagement presence in committees	Culture	#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	Number of invitations Number of opportunities to share information	Increased number of meaningful committee meetings Increased number of opportunities to share initiatives and upcoming projects	Ongoing

TIMELINE AND ACCOUNTABILITY

Moravian College is committed to an ambitious timeline for our strategic plan at large. The goals and deliverables have a 2020 deadline. We have crafted our civic action plan within the same time frame. We are hopeful that we can accomplish our goals with high expectations over the next 3 years. As service, volunteerism, and community based learning continue to grow in legitimacy as a value-add for our students, we are hopeful that these steps and outcomes are more easily accomplished.

Key steps are taking place immediately. There are large portions of our plan that will take place over the summer months. (key plan timelines are added to the comprehensive outcomes chart). We have many steps of the process that will provide immediate answers but that the implementation of the results/action steps from those answers will take time.

The Director of Civic Engagement is the driver for all the action steps and key faculty, staff and administrative staff support her. As a member of student affairs, the structure has her reporting into the Associate Dean of Career and Civic Engagement. There are accountability measures in place for her success, including but certainly not limited to reporting out gains, successes and challenges, reporting on metrics and numbers of students engaged, presentations focused on upcoming initiatives and projects, and showing evidence of collaborations with varied campus stakeholders to move the work forward. Both the VP of Student Affairs and the Associate Dean will ensure that we are consistently monitoring the plan for success and addressing challenges as they arise.

COMMUNICATION

We are going to communicate our work through workshops, lunch and learns, faculty meetings and community round tables. We are hopeful that as we continue to plan and increase our presence that more people will want to be involved in our journey. There are several action steps

that call for an increase in faculty participation at many different levels. We are hopeful that through rewards, incentives, course releases, and prestige that we can provide enriched scholarship in civic engagement publications and transition from simply a student affairs initiative to an office that can collaborate and contribute to the intellectual space with academic integrity.

This process was one of incredible commitment and diligence. There are many voices at the college – not all who philosophically agree with the idea of student engagement. For the ones who do, we are committed to the betterment of our communities through harnessing student passion, vigor, innovation and leadership. We are committed to saying that Moravian College played a role in moving the needle. We built this plan on the foundation of providing our students exposure to the basic ideals of civic engagement: a common understanding of the researched benefits of community-based learning, the opportunity to be engaged in meaningful civic leadership, the invaluable addition of the community voice to all work and the basic tenants of creating excellence in volunteerism. We want to promote the ideals of social responsibility and then provide a space to expect action. We are committed to the notion of “What? So What? Now What?” and want to show students who believe in the power of public service that action works. For us, this is so much more than the number of students serving at a soup kitchen, or tutoring in schools and this is not charity. We want to provide students the space for theory to meet practice, for classes to engage in intellectual conversation and then do something, all while reflecting on their experiences. There is a powerful responsibility in providing an intellectual space for discussing the social justice issues of our time. It is our responsibility to then intentionally create the intersection of discourse and action in a meaningful, and sustainable way.