



× **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. That program 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 sthe 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.

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:

1. Undertake strategic planning that would:
 - clarify the civic identity of the institution as a fundamental part of 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 penned a memo identifying five key action steps to be taken by OCE. The Service-Learning Advisory Board immediately began addressing these action steps: they worked to define commonly used terms, 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. Some of our 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 individuals have participated in a 3-day curriculum transformation workshop designed to help faculty 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 noted that Bucknell has an “ecosystem of engagement.” The concluded 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. As noted above,

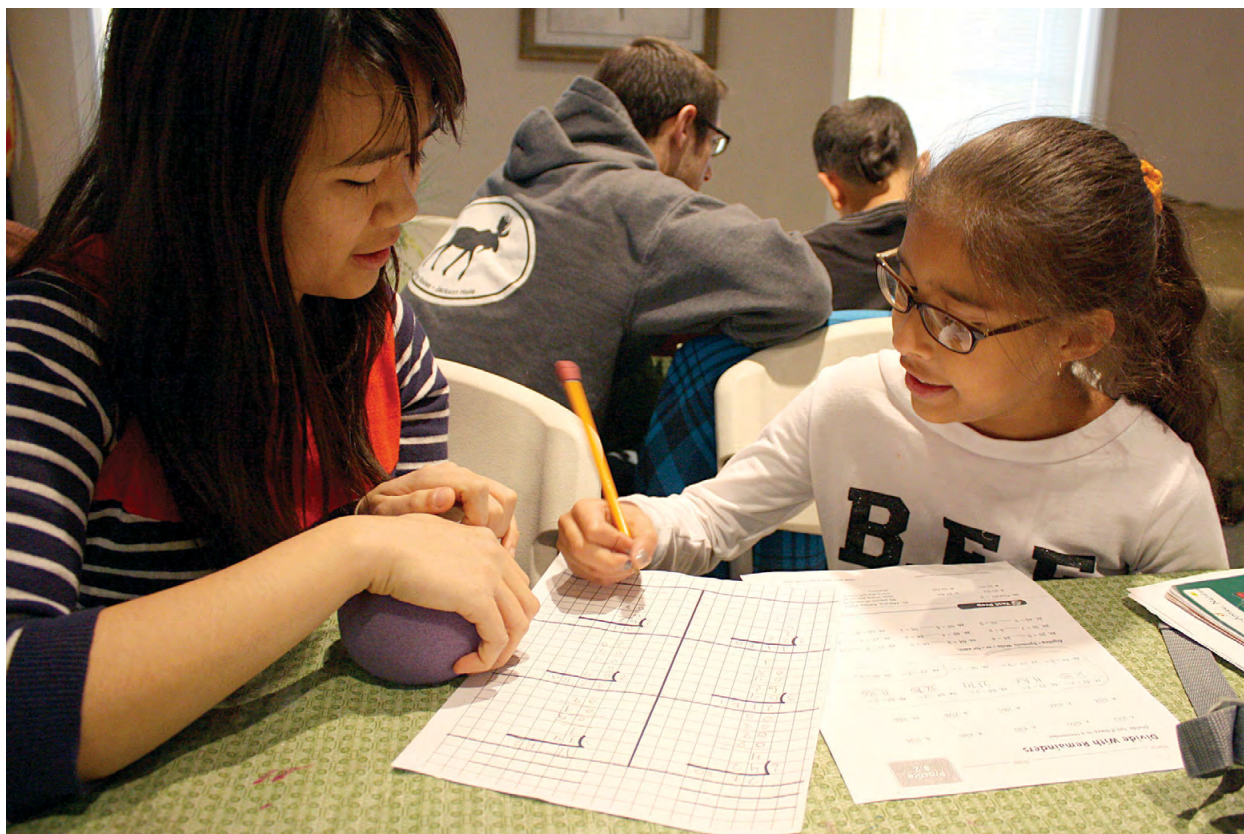
1. Kuh, George D., Ken O'Donnell, and Sally Reed. 2013. *Ensuring Quality & Taking High-Impact Practices to Scale*. Washington, DC: AAC&U.

in response to the review, the Service Learning Advisory Board visualized this “ecosystem of engagement” in the Civic Engagement Tree, seen in Diagram 1, which includes ongoing programming and initiatives both within OCE and across campus. 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.



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 non-profits, 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.

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. 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.

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*, 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.



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.





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