

WAGNER COLLEGE
CIVIC
ACTION
Plan
2018



“The renewal of higher learning must begin with the reestablishment of its civic mission — a mission not limited to civic engagement, but embedded within the essential aim of liberal education: namely, the development of independent and critical thinkers.”

— Richard Guarasci

EXECUTIVE SUMMARY

Wagner College is a small, residential college that integrates professional programs and the liberal arts. Located in the New York City borough of Staten Island, Wagner has, since the late 1990s, positioned itself as a national leader in the movement to place civic, public, and democratic purpose at the very center of higher education's mission.

Under the leadership of President Richard Guarasci, the Wagner Plan for the Practical Liberal Arts ("Wagner Plan") was launched in 1998 and has come to define a Wagner education. Beginning in a student's first semester on campus, the Wagner Plan is a comprehensive, four-year curriculum that aspires to provide every Wagner graduate with an excellent academic foundation and with the critical ability to consider the public and civic purposes of their education and profession.

Wagner has also embraced its role as an anchor institution within the wider Staten Island community, particularly in the nearby community of Port Richmond. The Port Richmond Partnership (PRP), formally adopted in 2009, is the primary vehicle through which students and faculty link academic study to issues defined in partnership with the community. The PRP is organized around five pillars of activity — education and college readiness, health and wellness, arts and culture, economic development and sustainability, and immigration and advocacy — through which Port Richmond residents, non-profit and business leaders, and Wagner faculty, students, and staff work together to develop strategies and tactics for addressing the pressing issues affecting the community.

Other efforts, like the civic engagement minor, the Bonner Leaders and IMPACT Scholars Civic Network programs, the Civic Engagement Faculty Fellowship, 30,000 Degrees, and the use of civic data tracking software, offer ample evidence of Wagner's commitment to civic education and leadership.

While the foundation for Wagner's revitalized civic mission began to be constructed 20 years ago with the creation of the Wagner Plan, a proliferation of new activities and initiatives has occurred in only the past five years. Having built several successful programs (described in detail below), the next phase of the work will be focused on assessing their impacts. The creation of this document provides one opportunity to assess existing programs and to identify ways that Wagner can advance toward the full realization of its aspirations with regard to civic identity, education, and leadership.

The actions within this Civic Action Plan are intended to produce five key outcomes which will move us toward achieving the overall goal of institutionalizing civic engagement as a core element of a Wagner College education and of its identity within the wider community. The first four outcomes are related to stakeholders vital to achieving the institutionalization of civic engagement at Wagner College. These stakeholders are: Wagner College students; Wagner College faculty; the College's community partners; and Wagner College staff and administration. The fifth and final outcome is concerned with the financial implications of institutionalizing a sustainable civic engagement agenda.

This Civic Action Plan is conceived as a five-year undertaking, with the intention of achieving all outcomes by September 2023 — the 25th anniversary of the launch of the Wagner Plan for

CIVIC ENGAGEMENT:

"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 Ehrlich

ANCHOR INSTITUTIONS

apply "their long-term, place-based economic power, in combination with their human and intellectual resources, to better the long-term welfare of the communities in which they reside."

— The Democracy Collaborative

the Practical Liberal Arts. The framers of this document recognize that this work is iterative, and have chosen to include here only the action steps for the first phase of this project. Outcomes and progress will be reviewed annually and, where appropriate, revised and/or expanded upon.

The preparation of this document has been facilitated and organized by Wagner College's Center for Leadership and Community Engagement (CLCE), led by Dr. Kevin Bott, dean for civic engagement, and Arlette Cepeda, director of the CLCE. Key contributors to the ideas within the Civic Action Plan team include: Leo Schuchert, associate director, CLCE; Laura Morowitz, professor of art history; Bernadette Ludwig, assistant professor of sociology; Sarah Donovan, professor of philosophy; Ashley Olsen, Markham Leadership Academy coordinator; and Crystal Montalvo, executive director of 30,000 Degrees.

INSTITUTIONAL BASELINE

Wagner College is a private, comprehensive liberal arts college in the New York City borough of Staten Island, New York. The College's current enrollment is approximately 2,200 students, hailing from 49 states and nearly 30 nations. Eighty percent of Wagner's students reside on campus. In addition to its robust liberal arts curriculum, Wagner boasts professional programs in business, education, and allied health disciplines. Enrollment is composed of 80 percent undergraduate students and 20 percent graduate students in doctoral and master's programs.

Together, the Wagner Plan for the Practical Liberal Arts and the Port Richmond Partnership are the twin engines that power civic engagement at Wagner College.

The College was founded in 1883 as a Lutheran institution. Although church control over the College ended in 1971, Wagner's commitment to the social purpose of a broad and deep education was forged with renewed vigor with the 1998 advent and ensuing development of the Wagner Plan for the Practical Liberal Arts. This program plays a central role in the institution's identity and in how it defines its strategic aspirations. In the nearly two decades since the program's inception, which marries a liberal arts education with experiential and interdisciplinary learning, **the civic has become the defining element of the undergraduate identity** at Wagner College. All four of the key strategic objectives articulated in Wagner's 2011 strategic plan emphasize the central role of the Wagner Plan in the future direction of the College. The strategic plan makes clear that to "deepen," "support," "enhance," and "increase national awareness of" the Wagner Plan is the highest priority of the College and names, within the first of its strategic objectives, a commitment to "expanded civic engagement and experiential learning."

Furthermore, the concept of "**anchor institution**" has come to describe the College's relationship to the Staten Island community, particularly in the borough's North Shore community of Port Richmond, the primary (though not exclusive) focal point of the College's civic commitments, enacted through Wagner's **Port Richmond Partnership**, a broad coalition of stakeholders committed to addressing community concerns in five strategic areas.

Together, the Wagner Plan for the Practical Liberal Arts and the Port Richmond Partnership are the twin engines that power civic engagement at Wagner College. The College's mission and vision statements both reflect Wagner's commitment to the braiding of scholarship, practical learning, and reflection at the heart of both.



WAGNER COLLEGE *Mission*

Wagner College prepares students for life, as well as for careers, by emphasizing scholarship, achievement, leadership, and citizenship. Wagner offers a comprehensive educational program that is anchored in the liberal arts, experiential and co-curricular learning, interculturalism, interdisciplinary studies, and service to society, and that is cultivated by a faculty dedicated to promoting individual expression, reflective practice, and integrative learning.



WAGNER COLLEGE *Vision*

Wagner College achieves its mission through the implementation and enhancement of the Wagner Plan for the Practical Liberal Arts, which was formally launched in 1998. This innovative and bold curricular methodology is predicated on a method of integrated learning. It builds upon Wagner's history of combining liberal arts and focused professional programs, coupled with our unique location and requires experiential learning for all students. The Wagner Plan has thus ushered in a new vision of engaged student learning that is at once reflective and integrated, theoretical and practical. Our goal has been, and continues to be, to provide a transformative college experience which best prepares our students for positions of effective and responsible leadership and citizenship in their chosen professions, and in their personal and public lives. From the outset, our faculty have eagerly led this learning-centered endeavor. Preparing all students for such leadership requires a coherent, efficient, effective and universal educational program and a focused faculty and administration, supported by an equally committed Board of Trustees.



WAGNER COLLEGE'S CIVIC ENGAGEMENT *Portfolio*

In an effort to sketch the current landscape of civic engagement at Wagner College, the next section will describe the ongoing initiatives being undertaken by Wagner College, with special emphasis on both the Wagner Plan and the Port Richmond Partnership.

The Wagner Plan for the Practical Liberal Arts

SINCE 1998, Wagner students have been steeped in the College’s comprehensive academic program, the Wagner Plan for the Practical Liberal Arts. “The Wagner Plan,” as it’s commonly called, incorporates the College’s commitments to the liberal arts, experiential learning, and interdisciplinary education with its geographical location and enduring bond with New York City.

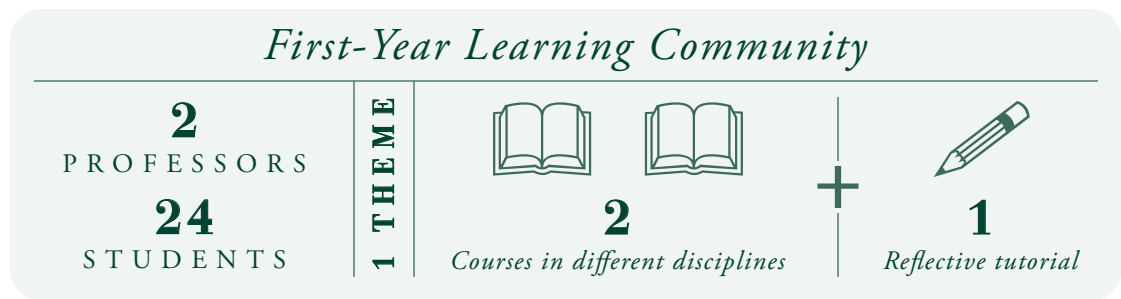
Under the Wagner Plan, students complete a liberal arts core program and a major, totaling 36 credit units. Wagner’s curriculum aspires to unite deep learning and practical application. Beginning in the first semester of their first year at Wagner, students study issues while learning critical thinking, writing, and problem-solving skills. Importantly, they also see and practice what they’re learning through required experiential learning. Within the Wagner Plan, students complete three Learning Communities (LCs): the First-Year Program (FYP), the Intermediate Learning Community (ILC), and the Senior Learning Community (SLC). Led by more than 40 dedicated faculty members, students get hands-on experience in the world outside of the classroom.



FIRST-YEAR PROGRAM (FYP)

The FYP provides opportunities for students to explore a common theme from different perspectives, while also going outside of class to engage in experiential learning. Students take three related classes with one group of students, giving students an easy way to make their first friends at Wagner. Students engage in real-world problems and fieldwork directly linked to coursework.

A first-year LC, taught by two professors in different disciplines, combines two general education courses with a third course called the Reflective Tutorial (RFT). Each LC focuses on a single theme and shares a common set of students. The faculty plan their LC courses with overlapping assignments, common readings, and joint problems so that courses share common ground. Writing instruction takes place in the RFT, which is designed to be small — usually 12–14 students per tutorial. The first-year LCs are linked directly to field experience, as small groups from the LC are placed in carefully selected field sites. Experiential learning is defined broadly and can include service learning/civic engagement, field trips, participatory learning, and/or community research. Students typically spend three hours per week at the designated site observing an organization and/or participating in its activities.



INTERMEDIATE LEARNING COMMUNITY (ILC)

An ILC may be taken anytime between students' first year and their senior learning communities. The ILC may also be used to fulfill core requirements of the undergraduate curriculum. Through hands-on learning, the ILC addresses interdisciplinary topics and explores the social and intellectual links between diverse perspectives. Students can expect to undertake sophisticated writing assignments, engage in challenging research, and complete an integrated final project that facilitates critical thinking and involves a written or an oral presentation.

Most ILCs are composed of two courses, taken together. Some ILCs are just one course, one unit, with two professors teaching together. Students usually find it helpful to take the ILC early in their sophomore or junior years in order to fulfill two of the core requirements. Some students are advised to take an ILC required by their major, and students can also fulfill the ILC by studying abroad in an approved program and taking at least two courses.

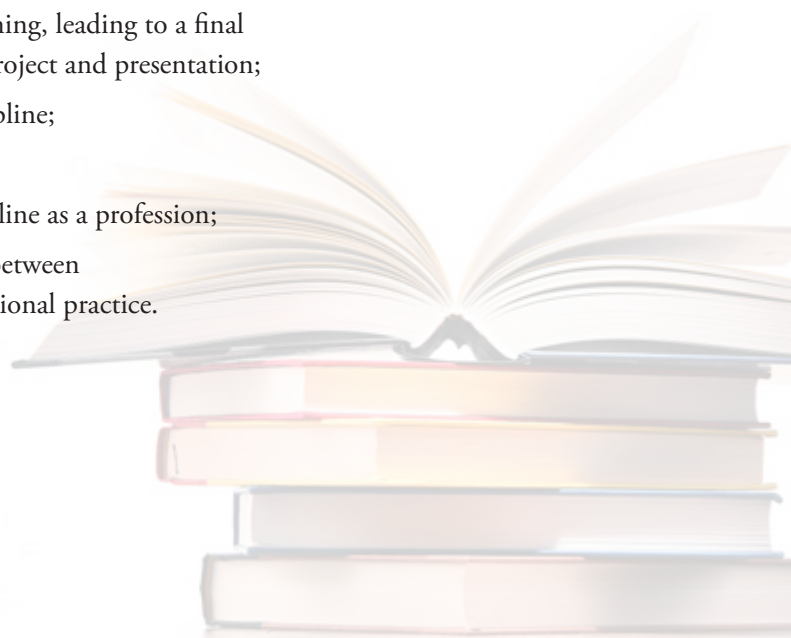
SENIOR LEARNING COMMUNITY (SLC)

The senior year brings together all the different courses and experiences of the Wagner Plan to help students become successful professionals and inspiring leaders in their chosen careers. What does it mean to be an ethical biologist? What does it mean to be a responsible business professional? How can a student practice his or her newly gained professional knowledge and skills in ways that are both rewarding and meaningful? These questions help Wagner graduates transform the companies and communities where they live, work, learn, and lead.

Each major has an SLC with at least two courses. In some cases, work leading to the senior experience and reflective tutorial may start in the junior year. These courses include a summative course and a senior reflective tutorial, each of which usually counts for one unit.

The SLC maintains the following expectations:

- A senior project involving applied learning, leading to a final substantial and sophisticated written project and presentation;
- Summative course content in the discipline;
- A 100-hour experiential component;
- Experience in the practice of the discipline as a profession;
- In-class reflection on the connections between course content, experience, and professional practice.



The Center for Leadership and Community Engagement (CLCE)

THE CLCE is the primary hub for civic and community engagement at Wagner. It houses the Bonner Leaders program, and provides administrative and practical support for the local initiatives described in the pages that follow, such as the Port Richmond Partnership, the Port Richmond Partnership Leadership Academy, 30,000 Degrees, and Healthy Neighborhoods. The CLCE is also the conduit through which the College engages with national consortia including Campus Compact, Consortium for Urban and Metropolitan Universities, Imagining America, and Project Pericles.



THE PORT RICHMOND PARTNERSHIP



Perched on the North Shore of Staten Island, Port Richmond is a vibrant and diverse community. Rich with history, Port Richmond is home to Staten Island's favorite pizza and oldest park, and was once a bustling center of commerce known as the "Times Square of Staten Island." The neighborhood lies about two miles from the Wagner College campus. With the further development of Staten Island, including the construction of the Staten Island Mall, commerce eventually moved from Port Richmond, leaving parts of the once thriving community struggling in ways that are familiar to many post-industrial urban outposts in the 21st-century United States.

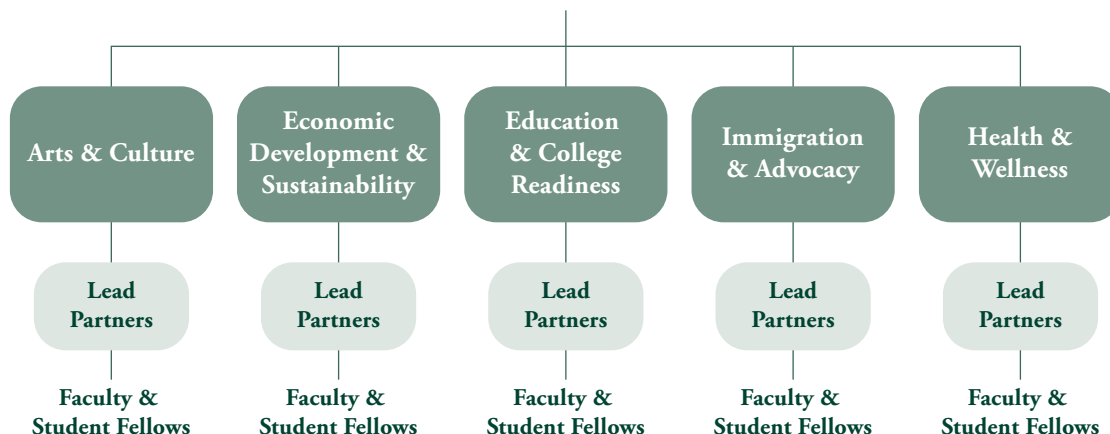
Based on a 2009 agreement between Wagner College and leading organizations and institutions in Port Richmond, the Port Richmond Partnership was designed to extend Wagner College's commitment to learning-by-doing and to help revitalize an economically distressed, politically underrepresented community. The partnership develops collaborative projects that demonstrate impact in five areas that community members and organizations identified as being most important for the health and wellbeing of the neighborhood and its residents. These areas are education and college readiness, health and wellness, arts and culture, economic development and sustainability, and immigration and advocacy.

Through competitive Faculty Civic Fellowships offered through the Center for Leadership and Community Engagement, five faculty members are financially supported, along with a student research assistant, to partner with community members in one of the five partnership focus areas and to develop a yearlong or multi-year trajectory of related research and inquiry. The partnership also serves to build mutually beneficial curricular and co-curricular placements for Wagner College students, which broaden their experiences and strengthen a wide variety of community-based services. Monthly meetings and periodic dinners and celebrations have contributed to the strong relationships and sense of affinity and camaraderie within the partnership, which is comprised of approximately three dozen community organizations and representatives from the borough president's office.

Port Richmond Partnership Leadership Structure

CENTER FOR LEADERSHIP & COMMUNITY ENGAGEMENT

Dean for Civic Engagement & Director



NOTABLE PROJECTS RELATED TO THE PORT RICHMOND PARTNERSHIP

The Port Richmond Partnership Leadership Academy

Founded in 1928, **Port Richmond High School** is a New York City Community School. It was among the first stakeholders to have become involved in the Port Richmond Partnership. The high school is the key community partner in the Port Richmond Partnership Leadership Academy — which the students refer to as “PRPLA” (pronounced: *PERP-luh*).

PRPLA is a two-year college readiness program designed to deepen, enhance, and enrich the academic abilities of Port Richmond High School rising juniors, seniors, and future college first-year students and to develop their community capacity-building skills to effect positive, local change. Participants are immersed in two innovative, credit-bearing high school and college courses during the summer; complete a focused community advocacy project or internship; and engage in civic learning field trips throughout the summer and academic year.

PRPLA was established by Wagner College and the New World Foundation’s COIN Program in the fall of 2013, and it is continually supported by generous private donations. PRPLA is designed to reflect the energy, passion, and potential of Port Richmond students as well as the vibrant community rich with history and culture.

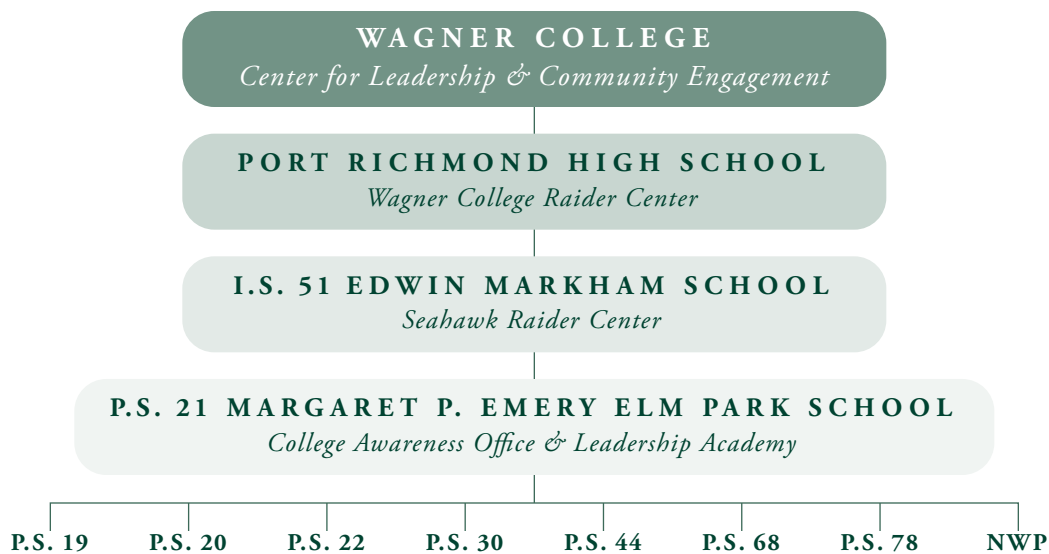
PRPLA is overseen by a full-time coordinator who develops and executes curriculum; trains and oversees Wagner College student mentors; and collaborates with Port Richmond High School and Wagner College teachers and professors, community partners, and national networks. The coordinator cultivates relationships with all project stakeholders, from high school students, teachers, and staff to college presidents and program funders. The coordinator is assisted in his efforts by a full-time AmeriCorps VISTA, who is responsible

for building capacity during the academic year; a Wagner College Graduate Assistant, who is responsible for student growth, development, and communication initiatives during the academic year; and nine student mentors from Wagner College.

The hub of the program is the Wagner College Raiders Center office, housed within Port Richmond High School. This fully staffed and fully functioning office receives robust support from the staff of Wagner College’s Center for Leadership and Community Engagement and Port Richmond High School’s administration.

For the classes of 2020–2021, **Wagner has provided 13 full-tuition scholarships, with room and board, to outstanding graduates of the PRPLA program.**

Wagner College Educational Pipeline



Port Richmond Partnership Faculty Engagement Fellowship

The CLCE awards five fellowships annually to civically engaged faculty to support the Port Richmond Partnership. Port Richmond Partnership Fellows are full-time faculty committed to connecting their teaching and research to the partnership in one of the five focus areas. Port Richmond Partnership Fellows receive an annual stipend plus additional funds to support a student research assistant. They also receive additional support from the PRP community partners and from Wagner’s Bonner Leaders, some of whom are assigned to support specific partnership areas.

For the latest application cycle (2017–18 academic year), additional funds beyond the Port Richmond Partnership Fellowship were dedicated to supporting the following:

- Proposals to create a new Port Richmond Partnership pillar in the area of environmental sustainability;
- New or existing engagement initiatives on Staten Island, in New York City, or internationally that give Wagner students opportunities for advanced research or creative activity;

- New or existing courses dedicated to advancing a 21st-century civic education and advancing the idea of **civic professionalism**;
- Developing courses that align the work of civic engagement with the work of diversity, equity, and inclusion;
- Deepening student understanding of an issue by using technology to connect with students and educators nationally or internationally; and
- Co-teaching all or part of a course with one or more community partners, or including one or more guest speakers from beyond higher education to supplement course material.

30,000 Degrees: College Readiness For a Stronger Staten Island

A unique partnership between Wagner College, the College of Staten Island/CUNY, and St. John's University's Staten Island Campus, the 30,000 Degrees initiative uses a neighborhood model to build upon the existing relationships and assets of the anchor institutions within the pre-K through college pipeline and their extended network of public and private sector partners. Wagner College provides office space, technological support, and one-third of the salary for a full-time executive director, who coordinates efforts among the three higher education institutions and their K–12 partners. This initiative works very closely with Wagner's CLCE and PRPLA staffs, helping to align efforts to increase student success in three key areas: *college mindedness, college preparedness, and college readiness*.

30,000 Degrees supports faculty and staff within the three participating higher education institutions and their K–12 partner schools to develop replicable models that produce measurable improvement in the number of Staten Island residents attending and succeeding in college. 30,000 Degrees mirrors the commitment of Wagner and its institutional peers to focus significant attention on the success of historically underrepresented and economically disadvantaged students.

Healthy Neighborhoods

In league with the Staten Island Performing Provider System (SIPPS), a key partner in the health and wellness pillar of the PRP, Wagner is engaged in the Healthy Neighborhoods project, a five-year, community-based, public health research initiative intended to identify and plan strategic interventions to confront the most pressing health concerns on Staten Island. This initiative is being administered by the Staten Island borough's director of health and wellness and includes the input and partnership of the Office of the Staten Island Borough President, St. John's University, the College of Staten Island/CUNY, and most of the community organizations within the Port Richmond Partnership.

“Civic professionalism ... provides a roadmap for transforming educational practice through a dual focus on faculty work and student learning. It seeks to interweave the traditional strengths of the liberal arts, the values of civic inquiry and reflection, and the practical work of sustaining and supporting our communities and ourselves.”

— Imagining America: Artists and Scholars in Public Life



BONNER LEADERS

The Bonner Foundation has played a significant national role since 1990 in helping diverse groups of students to attend college and to engage in community-based service, research, and advocacy. The Bonner Foundation works with colleges to provide students with valuable public service experience. In addition, it helps to create a collaborative campus culture through its unique cohort model and four-year developmental co-curriculum that has a proven track record in fostering the personal and social responsibility of students. Wagner's Bonner Leaders are expected to participate in an annual fall orientation, to perform 150 or more hours of community service per semester, and to meet on a weekly or biweekly basis for reflective seminars with other Bonner Leaders, under the guidance of the Center for Leadership and Community Engagement. Wagner's Bonner Leaders program began in the fall of 2013. The first full cohort of 48 Bonners was realized during the 2016–17 academic year, and the inaugural Bonner class graduated in May 2017.

OTHER NATIONAL AFFILIATIONS

Wagner College is an active member of the following consortia, which support a civic agenda:

- Project Pericles
- Imagining America: Artists and Scholars in Public Life
- New York Campus Compact
- The Bonner Foundation
- New American Colleges & Universities
- Anchor Institution Task Force
- Coalition of Urban and Metropolitan Universities
- The Association of American Colleges and Universities
- Citizen Alum

The Carnegie Foundation for the Advancement of Teaching has designated Wagner College with the Community Engagement Classification since 2008.

CIVIC ENGAGEMENT MINOR

The civic engagement minor helps students develop a civic identity and provides future employers with concrete evidence of their commitments and experiences within civic engagement. Students gain a better understanding of social responsibility and social justice, and acquire multicultural civic skills.

The civic engagement minor consists of six credit units (courses) and two non-credit Civic Engagement Labs, the latter of which are central to the minor and consist of community-based internships and on-campus experiences. The Civic Engagement Lab is designed to provide students working to complete the civic engagement minor with the opportunity to contextualize academic learning through community-based internships, on-campus experiences, and written reflection. Students must take two sections of the lab before graduation in order to complete the minor. The lab is overseen by the Center for Leadership and Community Engagement and a faculty advisor.

IMPACT SCHOLARS CIVIC NETWORK

The IMPACT Scholars Civic Network at Wagner is designed for students who have a passion for serving others as embodied through community engagement and a desire to continue and advance their commitment to civic priorities. Program participants work with the Center for Leadership and Community Engagement to act as facilitators, connectors, and conveners who seek to spur collaboration among Wagner students, faculty, staff, and the Staten Island community. In an effort to deepen student learning, sustain civic participation, and bring about positive social change, the program provides participants with opportunities to explore their understanding of citizenship, their responsibility to contribute to the public good, and to access the necessary resources to aid in the development of their own civic identity. Residential students involved in the program are encouraged to live in the Civic Engagement Community in Harborview Hall. Students also receive the benefit of early class registration, priority service placement, and a notation of completion on their transcript.



CIVIC ACTION PLAN

Goals



Goal ONE

All Wagner graduates will understand what it means to be a civic professional.

- All Wagner graduates will understand the connection between their disciplinary major and civic life. They will understand the public applications and public values of their chosen field of study, and the importance of civic professionalism in democratic life.
- Seventy-five percent of graduating seniors will have attained civic literacy and be competent in the “arts of democracy” (e.g., critical thinking, deep listening, compromise, attentiveness to the common good, fluency in oral and written argumentation, skills in relationship-building, and appreciating the value of diversity and equity.)
- Half of each graduating class will engage in service, service-learning, or another form of civic engagement within the Port Richmond Partnership.
- Ninety percent of all graduating seniors will be registered to vote.
- A minimum of 25 students per graduating class will have matriculated with a minor in civic engagement.

PHASE ONE ACTION STEPS

- Engage academic department chairs and key faculty members about developing processes for all faculty members to name the public aspects and applications of their major disciplines. Work to include these definitions in course syllabi and on departmental web pages.
- Define the competencies required of democratic citizenship, and thus of graduating Wagner students.
- Support Bonner Leaders and leaders of the IMPACT Scholars Network to coordinate, expand, and track student engagement across campus.
- Reorganize the civic engagement minor to ensure that courses help to develop at least one of the competencies defined for civic participation in democratic life.

Goal TWO

Wagner College faculty will cultivate student civic professionalism and foster an understanding of disciplinary-specific social impact through classroom pedagogy, research, and experiential learning.

- Create an expansive definition of civic engagement to facilitate greater faculty participation in civic initiatives on and off campus.
- The majority of faculty members will be able to articulate the civic/public dimensions of their discipline and the public implications of their own research and pedagogy.
- Every academic department at Wagner will have a statement articulating the civic/public dimensions of the disciplines it houses.
- Wagner faculty will feel supported in their engaged scholarship, pedagogy, and practice through workshops, resources, and administrative and curricular support.

PHASE ONE ACTION STEPS

- Engage faculty members in the process of defining the public dimensions of their major disciplines. Encourage them to include definitions in their course syllabi.
- Work with department chairs and key faculty members to create public statements for their web pages and promotional brochures, articulating the public and civic dimensions of their respective disciplines.
- Create workshops aimed at assisting faculty to develop more civically engaged approaches to their curricula, with particular attention to the First-Year Program.
- Link the first-year shared reading to year-long civic themes through which all faculty can contribute to deeper understanding of a particular issue, through engaged teaching and learning, symposia and lectures, white papers, etc.

Goal THREE

Sustain and strengthen long-term, reciprocal community partnerships, and align the theory and practice of engagement while effectively confronting local, national, and global issues of mutual concern.

- Community partners will work with Wagner as co-educators in the Wagner classroom and within the Staten Island community.
- Community partners will serve as members of a newly created PRP steering committee, alongside faculty, students (K–16) and Wagner staff.
- Relationship-building and maintenance will be a routine and consistent aspect of the PRP, so that all stakeholders are clear about the goals and self-interests of the other partners.
- Civic engagement and diversity efforts on and off campus will inform and elevate one another.

PHASE ONE ACTION STEPS

- Identify settings and contexts for experiential learning and opportunities for engagement where partners serve as co-educators, within the pillars of the Port Richmond Partnership. Identify funding source(s) to pay these community educators.
- Create a PRP steering committee and select key community partners to serve.
- Re-establish the role of community liaison within the new structure of the CLCE. Incorporate relationship-building exercises into all PRP meetings and activities.
- The CLCE will work more intentionally with the Office of Campus Life to align on- and off-campus initiatives and activities.

Goal FOUR

All Wagner College staff members and administrators will deepen their awareness of the civic dimensions of their roles and their contributions to Wagner's civic mission.

- Leaders in all non-academic units will understand and be able to articulate the work within their departments in the context of Wagner's civic mission.
- All Wagner employees will receive information that enables them to participate in campus-community service events.
- Fifty percent of Wagner employees will participate in at least one "Day of Service" per year, during which they will serve the Staten Island community while strengthening the community at Wagner.
- Increase local hiring by five percent of 2018 rate.
- Increase local purchasing and requisitions by five percent of 2018 rate.

PHASE ONE ACTION STEPS

- Host listening events with staff members to share the ways that they can engage with the Staten Island and Wagner communities. Gain understanding about how much or little employees see their work at Wagner as having a civic dimension.
- Work with employees and with non-academic department leaders to develop a process for having all staff members articulate the public purposes of their work at Wagner College.
- Engage interested Wagner employees about groups and issues on Staten Island that they care about, with an aim toward developing relationships and, eventually, large-scale projects that can include many Wagner employees.



Goal FIVE

To endow the Center for Leadership and Community Engagement in order to ensure the institutionalization of civic engagement at Wagner.

PHASE ONE ACTION STEPS

- Work with the president, provost, senior staff, and advancement to develop campaigns to highlight specific civic initiatives and underscore the importance of civic knowledge to 21st-century graduates and, more broadly, to the work of higher education and democratic life.
- Strengthen existing relationships with funders and cultivate new funding relationships in the context of the campaigns.
- Strengthen existing assessment protocols, and develop new ones where necessary, for the Port Richmond Partnership, PRPLA, and 30,000 Degrees initiatives, to make the value of our civic work more visible.
- Develop an internal campaign to build institutional understanding of the value of civic engagement with regard to, among other things: graduation rates; workforce preparedness; employment rates after graduation; and various local, regional, and national commendations and other markers of prestige for the institution.



WAGNER COLLEGE

The Center for Leadership and Community Engagement

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