Understanding the Culture of Civic Action and Engagement at Stockton University

Prepared by:

Dr. Merydawilda Colón, *Executive Director of Stockton Center for Community Engagement*
Daniel Fidalgo Tomé, *Director of the Office of Service-Learning*
Patricia W. Collins, *Community Engagement Liaison*
Diana Strelczyk, *Coordinator of Service-Learning*
Heather Swenson Brilla, *Community Projects Coordinator*
Erin O'Hanlon, *Coordinator of Service-Learning*

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Introduction to the Campus Compact Civic Action Plan

College and university campuses and their leadership across the country were charged in March, 2016 by National Campus Compact to sign the Campus Compact 30th Anniversary Commitments and Action Statement. Dr. Harvey Kesselman, President of Stockton University, did not hesitate to sign this document; Stockton was a founding member of the New Jersey Campus Compact, and has valued for many years the Campus Compact perspectives and models offered on the national, regional, and state level.

One of the tasks required as part of the Action Statement was the creation of a Civic Action Plan unique to the institution. This Civic Action Plan, it was hoped, would project the breadth and depth of civic action and engagement on that campus for the next 30 years. Consequently, this document is both a strategic and forward-thinking document, and a living, organic, responsive document. It highlights Stockton's current civic engagement capacity, as well as provides a glimpse into a potential future. Through a collaborative effort of interviews, listening sessions, and focus groups, the team charged with creating this plan makes recommendations for the next 5-10 years. A 30-year action plan felt beyond the capacity of the team, and probably not prudent, given the ever changing world. This document envisions how Stockton University plans to create its own civic action brand, promote language, and employ models that are reflective of the latest research in this field. It is our hope to create a campus-wide climate engaged in civic action and engagement.

Vision/Mission for the Campus Compact Civic Action Plan

Questions to consider[1]
1. What change do you seek to achieve through your plan?
2. How will this change help you advance the commitments in the 30th Anniversary Action Statement?
3. How will this change contribute to mission achievement for the institution?

The Stockton University Civic Action Plan stems from the commitment President Kesselman made at the National Campus Compact 30th Anniversary Conference when he and other presidents and chancellors signed an Action Statement. The Action Statement signifies "a commitment to deepen higher education's engagement for the public good. The statement commits campuses to taking concrete steps to advance student civic learning and contribute to a more just, equitable, and sustainable democratic future." The Civic Action Plan presents the action items Stockton University will use in order to strengthen engagement.

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[1]Questions and Prompts from the Campus Compact Civic Action Plan Template have been included for reference throughout the document.

Our vision is to create a shared dialogue within the institution about what civic action and engagement entails at Stockton University. We are especially invested in enhancing solid and reciprocal connections between Stockton University and in the South Jersey community, particularly as we establish anchor institution status within Atlantic City. The vision is that by integrating consistent language and national best-practices, branding what the Stockton community experiences around civic action and engagement, and making those opportunities available through a digital "Civic Action and Engagement Portal," our goal of making civic action and engagement an embedded part of the culture and climate at Stockton University will be realized.

This is no small challenge, as civic action and engagement has occurred for the past 45 years at Stockton organically and spontaneously. Currently, it happens under the oversight of the Division of Academic Affairs and the Division of Student Affairs. It happens with faculty, it happens with staff, it happens with administrators, and certainly is central to many students' experiences. As a four-year institution in South Jersey, Stockton is committed to setting the example for community members focused on civic engagement and action. So, considering the many units, schools, offices and student groups, clubs, organizations, sororities, fraternities, unions, and individual faculty member researching civic action and engagement that are stakeholders to civic action and engagement at Stockton, as well as the social change agents in the local community, how do we create a central door for all to enter? While it would unrealistic to place all these resources and offices in a central location, it may be obtainable to have a virtual portal that allows the community on and off campus to "enter" into a civic action and engagement door.

Our vision is to launch a communication campaign which informs everyone about civic and community engagement opportunities that empowers them to participate more fully. The campaign will reinforce civic knowledge and create a common language to discuss civic action on campus. This campaign builds on the work done by a team of staff and faculty who attended prior Campus Compact institutes committing to bridge the gap between student and academic affairs. Our overarching vision brings the institution's culture of service to the forefront which will enable Stockton University to achieve its public serving mission. "Stockton University's mission is to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education."

It is important to highlight that in 2003, Stockton's President and Board of Trustee articulated an objective for the college to partner with private and public nonprofits to strengthen "a creative class" in the region, aimed at improving the quality of life of all in South Jersey. Stockton has

always had a tradition of engaging students in community work and, in recent years, has expanded students' access to the research, planning, and implementation of projects that affect their communities.

Approach

Institutional Baseline – What are your assets?

1. Describe the existing engagement infrastructure on your campus. How do you already support community engagement?
2. What current plans or planning efforts should the Civic Action Plan connect with?
3. How is your college or university serving as an anchor institution in the community?
4. How are the five Action Statement commitments currently being addressed on your campus?
5. What existing data do you have that may allow you to create benchmarks in relation to the five commitments?

Community Baseline – What are your assets?

1. Describe the existing engagement infrastructure in the community. What are the key assets in the community?
2. What current collective impact efforts exist that the Civic Action Plan should connect with?
3. Who are the key private, nonprofit, and government organizations that are already partners or that could be?
4. What is the focus of community development efforts? Are there specific commitments that collaborative efforts are targeting?
5. What existing data do you have or can you access that could create benchmarks in relation to the five commitments/community-identified priorities?

Planning Team – Drivers of change and connectors

1. Who will be on your team?
2. What positions this group to see the big picture at the institution and in the community?
3. What gives your team the necessary perspective, persistence, and power to make lasting change?
4. What are the expectations of team members and of the team as a whole?
5. How will the team ensure that voices beyond those included on the team are heard?
6. Is the team inclusive of the variety of stakeholders involved in an aligned approach?

In order to understand the rationale for the communication plan, it is important to understand the history of Stockton University in South Jersey, our existing engagement culture and

infrastructure, our community and institutional assets, and our planning team and stakeholders. Stockton University is already living the elements of the Action Statement commitments[2] and our Civic Action Plan will focus our efforts on communicating and providing access to all the ways our institution is engaged in South Jersey.

The History of the University in South Jersey

A public bond referendum passed in the late 1960's paved the way for building two new public liberal arts colleges in New Jersey—Ramapo in the North and Stockton in the South. A major goal of the state plan was to provide a private undergraduate education and experience for a public college price. An interesting group of people, attracted by the heady opportunity to put together a new, innovative, and experimental college reflecting the spirit of the times—the '60's, left small private colleges and public universities such as University of California Berkeley and came to New Jersey's Pine Barrens to establish Stockton College.

In 1971, sixteen hundred acres of pine and oak forest, with lakes and streams, became the site for the new college. The original college administrators were able to design the college from the ground up. Determined to preserve as much of the natural environment as possible, they established a firm policy that no building was to extend above tree level. The architecture of the buildings became a reflection of the values of the founders. To reduce organizational barriers and encourage networking among administrators, faculty, and students; administrative offices, classrooms, and student spaces were to be interspersed throughout the complex. To facilitate interdisciplinary communication and collaboration—and thus to reinforce the liberal arts and their connections, there were to be no areas dedicated to one particular academic discipline.

Structurally, the college was and continues to be organized in an innovative fashion. In place of traditional disciplinary departments, with traditional departmental chairs, the founders created academic divisions, now schools—ARHU (Arts and Humanities), NAMS (Natural Sciences and Mathematics), SOBL (Social and Behavioral Sciences), PROS (Professional Studies), and GENS (General Studies). Each division, school was headed by an academic dean, making it the primary

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[2] **Commitments from the 30th Anniversary Action Statement:**
- 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.
- 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.
- We embrace our responsibilities as place based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.
- 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.
- 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.

administrative unit for faculty members. Within these divisions, which was to be composed of a group of related academic disciplines, faculty members would be encouraged to work together across disciplinary lines. The work of the academic disciplines was assigned to programs, which were to be headed by program coordinators—faculty members who were elected, on a yearly basis, by their peers into a program management role. The idea behind this structure was that it would create an environment for innovative and flexible ways to deliver education. One of the guiding principles of the founders was that Stockton was to be exclusively an undergraduate college, with a heavy emphasis on the liberal arts and only a few selected professional degree programs.

Responding to the needs of the setting, Stockton is now a much more complex and mature institution. Applications for admission are strong, and selection criteria are significantly more rigorous than they were in the earlier years. As of Fall 2017, there are 8,275 undergraduate students in 30 major programs of study. Graduate education has been introduced, and there are now 874 graduate students enrolled in 8 different master's degree programs (American Studies, Communication Disorders, Computational Science, Criminal Justice, Education, Business Administration, Environmental Science, Holocaust and Genocide Studies, Instructional Technology, Nursing, Social Work and Occupational Therapy) and two doctoral degree programs (Physical Therapy and Education in Organizational Leadership). In 2015, The Richard Stockton College of New Jersey followed the recommendations of the Middle States Commission on Higher Education and became Stockton University.

Existing Culture and Infrastructure of Civic Action and Engagement
Stockton University has had an infrastructure for supporting civic action and engagement since its founding. These values that were embedded in Stockton's culture at the onset were codified when it received, in the early 1990's, a Learn and Serve grant to establish the Service-Learning Program. For over 20 years, Service-Learning has connected the South Jersey community to Stockton academics through service-learning projects. In 2012, the Stockton Center for Community Engagement (SCCE) was established through a Presidential Initiatives Committee. The SCCE has enabled the university to expand on partnerships with our community in mutually beneficial ways, creating relationships that have endured for five years.

In the last 10 years, the college has expanded its civic focus into the community by creating centers that provide research and support for older adults, the casino and tourism industry, and public policy. It was a founding member of the American Democracy Project (ADP) out of the American Association of State Colleges & Universities (AASCU). This is a network of more than 250 state colleges and universities focused on public higher education's role in preparing the next generation of informed, engaged citizens for our democracy. The institute's participation in community events, creation of homegrown community programs, and numerous requests for future projects, in conjunction with the planning of a new campus in Atlantic City, presents the

opportunity to solidify our role as an anchor institution and create a single guiding plan to show our community our belief that Stockton University's future and the future of South Jersey are intertwined.

The purposes of public higher education have commonly been defined as including the development of students' civic courage, moral judgment, critical thinking, and scientific and global awareness.[3] These ideals informed the creation of our most recent University-wide 2020 Strategic Plan, which has four major pillars that are seen to be the foundational structure of the institution: Learning, Engagement, Global Awareness, and Sustainability. These themes guide the syllabi creation for service-learning courses and engaged scholarship and are an important part of our Essential Learning Outcomes (explained in the subsequent sections).

When focusing on Engagement, the plan states that the college will prepare students for active citizenship roles, foster an interactive environment among students, faculty, staff and community, and increase opportunities for interactions between internal and external communities.[4] The plan also aims to develop faculty and staff skills and strengthen internal processes to support engagement. Specifically, the strategic plan defines engagement thusly: "Our concept of engagement is broad and includes intellectual involvement with deep learning, the co-curricular and community activities of students, faculty and staff, and administrators on the campus and in the wider community through active civic work. We aim to create meaningful opportunities for Stockton stakeholders to develop personally by supporting engagement and reflection."

Engagement is woven into the curriculum which is reflected in our ELOs. Stockton University's 10 Essential Learning Outcomes (ELOs) combine Stockton's flexible and distinctive liberal arts education with real-world, practical skills. They guide all Stockton University students from first-year through graduation to the intellectual and marketable talents needed to prepare for personal and professional success in the 21st century. As a set of values shared by everyone in the campus community, students encounter opportunities to develop ELOs in all Stockton majors, career preparation, professional experiences both on and off-campus, and academic as well as social activities through the lens of being an active citizen. Several ELOs apply to civic action, including critical thinking -- defined as "*the ability to formulate an effective, balanced perspective on an issue or topic*," ethical reasoning -- defined as *"the ability to consider alternative viewpoints and their potential consequences,"* adapting to change -- defined as *"the ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities,"* creativity and innovation -- defined as *"the ability to generate ideas, take risks,*

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[3] Hansen, E. T. (2011). Liberated consumers and the liberal arts college. In E. C. Lagemann & H. Lewis, *What is college for? The public purpose of higher education*, (pp. 63-85). New York, NY: Teachers College Press. Hanstedt, P., & Rhodes, T. (2012).

[4] 2020 Strategy Map: https://stockton.edu/president/2020-strategy-map.html

and recognize opportunities in problem-solving, relationships, or self-expression," teamwork and collaboration -- defined as *"the ability to join with others to achieve a common goal,"* and global awareness *"the ability to appreciate diversity and cultural interconnectedness."*[5]

In addition to the strategic plan and mission statement, Stockton's commitment to the principles in the action statement can be found through a visible presence at Open House sessions about the role that engaged learning plays at Stockton, resulting in applicants' first impression as one of engagement and service. Student transcripts note every semester a student takes a service-learning course, listed as GEN3851 -- Service-Learning Experience, so that future employers or graduate schools will understand the student's level of commitment to civic engagement. The Career Services offices encourage students to add service-learning experiences to their resumés.

Internally, the language of faculty promotion and tenure policies require faculty to incorporate service in their classroom, teaching and research. Academic Handbook 6.3.1. "Service to students, college, discipline, and community is essential for the development and growth of academe. Hence, significant service at the program, school, and college-wide levels is mandatory for tenure and promotion. Therefore, faculty candidates should engage in service to their department and school, serve on college committees and task forces, demonstrate service to their discipline and profession, and engage in community service."[6] Though this does not specifically note scholarship of engagement as Ernest Boyer[7] defines it, the policy is foundational for moving forward in addressing tenure and promotion opportunities.

Many of our faculty, and more recently, many of our junior faculty, are involved in scholarship of engagement. The University regularly supports the efforts of faculty to do research, conduct scholarship, and engage in professional development activities that focus on the community. For instance, each school of the college provides financial support to the faculty as determined by the dean, based on individual projects. Each program has $1000 set aside in Engagement Funds. Funding is also available to support projects that align with Engagement, Global Perspective, Sustainability, and Learning - themes of our aforementioned 2020 Strategic Plan. Stockton's 2020 Strategic Plan was approved in 2011 and many engagement projects have been funded. In addition, the University has funds available each year to support research and professional

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[5] **Stockton University Essential Learning Outcomes** -- https://intraweb.stockton.edu/eyos/office_of_academic_affairs/content/docs/ELO%20Web%20page%20docs/2015_ELOutcomes_NewBrand.pdf

[6] **Example -- Tenure and Promotion Guidelines, Communication Studies --** http://intraweb.stockton.edu/eyos/academic_affairs/content/docs/10-10%20Communications%20Program%20Standards.pdf

[7] Boyer, E. (1996). The scholarship of engagement. Journal of Public Service & Outreach, 1(1), 11–20, http://www.compact.org/wp-content/uploads/2009/05/boyer-1996.pdf -- *"...the scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other, helping to enlarge what anthropologist Clifford Geertz describes as the universe of human discourse and enriching the quality of life for all of us."*

development activities for faculty. A portion of these Research and Professional Development grants are earmarked for Scholarship of Engagement.

The focus of the Scholarship of Engagement funds is to strengthen our civic action and engagement. Successful proposals show opportunities to:

1) deepen relationships with community partners
2) effect change by making positive impacts in our local community
3) document and gather evidence for successfully engaged public scholarship; and
4) differentiate civically focused scholarship from service

It is anticipated that through Scholarship of Engagement Funds faculty will add to the positive development of South Jersey.

Institutional and Community Assets focused on Civic Action and Engagement

Stockton's civic action and engagement infrastructure is deep and wide throughout the Stockton University community. It resides in The Office of Service-Learning and The Center for Community Engagement (SCCE). This infrastructure is also present under the Division of Student Affairs, in the Career Center and Office of Student Development and the civically engaged unions on campus such as the American Federation of Teachers and the Communication Workers of America. It exists within Centers across the campus that seek to weave the community into the campus and the campus into the community, including several centers with missions of their own. It exists in the commitment the institution has made to collaborate with local arts organizations in the community, and which are integrated in the Performing Arts Center, Dante Hall, and Kramer Hall, additional buildings and locations that are frequently used by the community. When we consider the concept of Stewardship of Place, an idea developed by AASCU[8] and adopted by The Carnegie Foundation for their Community Engagement Application[9], Stockton University SOP on several levels. SOP focuses on the responsibility that regional, comprehensive higher education institutions have in serving their communities. We achieve this through the five Action Statement Commitments.

Consider the first commitment: *We empower our students, faculty, staff, and community to co-create reciprocal partnerships, and allows for further growth in each area.* Stockton prepares our students for lives as engaged citizens through programs such as our STEM collaborative, our Stockton HACKaThon, the SCCE Homework Completion programs and the Bonner Leadership development program.

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[8] **Stepping Forward as Stewards of Place** -- http://www.aascu.org/publications/stewardsofplace/
[9] **Becoming a Steward of Place: Lessons from AASCU Carnegie Community Engagement Applications** -- http://www.aascu.org/bookstore/lessonslearned/

In addition, for over 15 years we have been preparing Students for engaged citizenship, particularly through the American Democracy Project initiatives such as the Political Engagement Project and the Economic Inequality. Additional opportunities include service-learning courses such as GEN 2646 Tools for Social Change and GEN 2484 Perspectives on Civic Engagement and clubs/organizations such as Coalition for Civic Engagement and Coalition for Women's Rights.

We embrace our responsibility of place by developing our anchor institution mission as we build a new campus in Atlantic City. Our responsibilities include supporting the communities surrounding our satellite locations including Manahawkin, Hammonton, and Woodbine.

Consequently, Stewardship of Place has been an initiative via AASCU (American Association of State College & Universities) that the university has been involved in for a number of years This ongoing initiative is an area where faculty are trained to have the essential qualities of being "place-related," "interactive," "mutually beneficial" and "integrated."

Institutional Capacity has expanded from our centers and offices focused on community outreach and education to receiving annual engagement reports from programs across the university. Our growth potential is limited by resources, not opportunity. In looking forward for the next 30 years, Stockton University needs to focus on structural capacity and prioritizing of resources and align with national standards. We seek to grow in institutional capacity every year by supporting initiatives and programs which could develop organically and spontaneously through the campus community. The public purposes of higher education are the cornerstone of our mission as a public institution of higher education in southern New Jersey.

Civic Action and Engagement Infrastructure

The Office of Academic Affairs supports numerous centers charged with facilitating community interaction in education, tourism, aging, and policy. The Stockton Center for Economic and Financial Literacy (SCFL), the Office of Global Engagement, the Center on Successful Aging (SCOSA), the Levenson Institute of Gaming, Hospitality and Tourism, the Center for Public Safety & Security, the Sara & Sam Schoffer Holocaust Resource Center, the South Jersey Culture and History Center, the William J. Hughes Center for Public Policy, the Washington Internship Program, the Small Business Development Center of Atlantic, Cape May & Cumberland, Coastal Research Center (CRC), and the Southern Regional Institute (SRI) and Educational Technology Training Center (ETTC) are some examples of the institution's commitment to using its academic resources for public good.

It is less important to detail the specific Centers and Offices that focus on civic action and engagement than to speak to the magnitude of their impact. When we look through a framework like Urie Bronfenbrenner's Social Ecological Model, these units participate with the community

from the Individual (including all identifying characteristics) to the Macro system (attitudes and ideologies of the culture)[10]. To truly affect change on a community level, engagement must happen on all these levels.

Stockton's Office of Service-Learning and Center for Community Engagement (SCCE) are the leading progenitors of civic engagement within Academic Affairs. The University's commitment to service-learning dates from when Beth Olsen (now the retired Director of Grants Development) created the Office of Service Learning in 1992 with the assistance of a Learn & Serve AmeriCorps Grant and has grown exponentially in the last six years. In the first decade of the program, a part-time student served as a service-learning coordinator under the supervision of the Grants Office. The organizational structure of the office has changed, and as of 2013 the Office of Service-Learning reports to the Associate Dean of General Studies and Director of Academic Advising, Dr. Peter Hagen, keeping it rooted in the liberal arts of the university's ethos.

Furthermore, the office has secured independent office space and has created an educational laboratory for students, faculty and community partners called "the Collaboratory". Currently, the office has a director and two full-time support staff, four-part time para-professionals as well as a team of 30 trained part-time students as a part of the Bonner Leaders model which was adopted in 2016. Some of these students are Bonner New Jersey AmeriCorps Members who work directly with our community partners through a New Jersey AmeriCorps grant funded through the Corporation of National Community Service via the Governor's Office of Volunteerism. The team also includes an Activist in Residence, a community partner who allows the community voice to rotate annually as an opportunity to ensure a reciprocal relationship with the university's community partners. The Bonner Foundation supports seven of the Bonner Leaders with NJ AmeriCorps Member opportunities as an opportunity to engage the community through a minimum of 300 hours of service each.

From 30 courses offered just five years ago, the office now manages an average of 100 courses annually is and sustaining these courses each academic year. The service-learning component of the course is captured separately on the transcript as GEN 3851: Service Learning Experience. The number of faculty teaching service-learning designated courses has grown from 30 full-time and part-time instructors, to a committed cohort of 60-70 faculty who rotate this responsibility – with 70% of the instructors being full-time tenure-track and/or tenured faculty. A review of enrollment data for the same period demonstrates that service-learning courses average between 30 and 35 students per class. Consequently, the number of students who contribute to civic engagement through service-learning opportunities has grown since 2011 from 960 students to

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[10] **Using the Social-Ecological Model to Understand and Help Families Living in Poverty** -- https://soapboxie.com/social-issues/Using-the-social-ecological-model-to-deepen-the-understanding-of-children-and-young-people-living-in-poverty

2,412 students—or 150%. The Office of Service-Learning has also increased their ratio of students earning GENS3851: Service-Learning Experience to their academic transcript to the general student body per semester from 1:11 during the 2012-13, to 1:8 during the 2016-17 year.

During the same period, the number of faculty who are incorporating civic engagement into their classrooms has more than doubled, and the total number of service hours completed is now 55,240 in collaboration with 123 community partners. Faculty members interested in creating service-learning courses or inserting service-learning into an existing course are encouraged to meet and have a consultation with the service-learning team. The office holds structured reflection and dialogue sessions to help students grasp the significance of these activities and reinforce service-learning as a pedagogy, including dozens of dialogue programs and in-class reflection sessions just each year, that gathered data from approximately 1,200 student and community participants.

One special program that The Office of Service-Learning hosts every semester is the Celebration of Service. This event showcases the community service accomplishments and service-learning projects from courses, recognizes the civic engagement mini-grant award recipients and hosts workshops to review Service Year opportunities at the end of each semester. Service Years are a year-long commitment to activism and volunteer work such as AmeriCorps, Teach for America, City Year and VISTA. The majority, though not all, of these opportunities are run through the Corporation for National and Community Service.

The Office of Service-Learning also houses a Service-Learning and Civic Engagement Teaching Circle focused on bringing together faculty's best practices within national civic engagement and service-learning models, as well as building capacity with faculty considering integrating service-learning into their courses. Starting in fall 2017, the Office of Service-Learning will host a Faculty Fellow with the goal of taking a macro-view on the civic engagement that happens on campus. The goal is that this will realize scholarship opportunities for the faculty and the office. The Bonner Leaders are approximately 30 students, 75% of which receive Federal Work Study funds, and are organized under the Office of Service-Learning as social justice advocates and community organizers. Bonner Leaders have a range of responsibilities including supporting the projects of service-learning classes by meeting with student groups; facilitating orientations and reflections; and, organizing direct action that happens in the community. An example of such a program is the Democracy Cafes, organized by Bonner Leaders in conjunction with professional staff, that are deliberative dialogues that focus on timely topics. For spring 2017, we focused on the Equal Rights Amendment, the New Cabinet of the President, and the Standing Rock Movement. (see Appendix 1 – Democracy Café Programs 2014 to 2017)

The Stockton Center for Community Engagement (SCCE) developed and manages four after school homework completion programs in Atlantic City and Pleasantville, utilizing 245

volunteers annually. The Campus Kitchens Project feeds low-income Atlantic County residents, over 200 people annually, and draws 300 volunteers from the student body. The SCCE also provides naturalization classes, English language classes, and social sessions with older adults living in Atlantic City and Pleasantville's subsidized housing developments. The SCCE coordinates the transportation for students to participate in many of these off-campus programs with a seven-passenger van.

The Center has created smaller programs to meet specific needs in a pocket community such as a series of Google Translator workshops intended to teach immigrant parents to communicate with their children's teachers and Microsoft Office workshops for members of Casa Domenicana, a social organization which supports Latino immigrants from the Dominican Republic. In the last year the Center has created community programming including seminars for those facing foreclosure, community police officers, and the deaf or hard-of-hearing. Finally, the Center brings the STEM resources of the college to the community by bringing groups for on campus laboratory events and by sending our faculty fellow into community schools for demonstrations.

In addition to its homegrown programs, the SCCE facilitates Stockton faculty and staff's collaborations with the community. For example, in academic year 2016-2017 the SCCE supported 21 engagement activities through co-sponsorship or available resources. The Center also sponsors student-initiated research projects within the community.

SCCE's Student and Faculty Fellows, the latter a competitive internal funding grant to which faculty apply to further civically-oriented research projects, have made their mark in surrounding communities on dozens of projects. The SCCE's use of Student Fellows gives students the capacity to deliberate, act, and lead as they supervise student volunteers and manage the programs.

The Division of Student Affairs supports an umbrella of resources for students to get engaged through a variety of opportunities. The breakdown of the division is as follows: Women's, Gender & Sexuality Center, the Veteran's Affairs office, the Wellness & Counseling Center, the Educational Opportunity Fund (EOF) office, the Coordinated Actions to Retain and Educate (CARE) Program, the Event Services and Campus Center Operations, the Office of Residential Life, the Career Center, the Admission office, and the Financial Aid office as well as the Free-to-Be Day Preschool on campus. These offices and centers connect Stockton students, faculty, and staff with the South Jersey community through services and programs. The Office of Student Development is the hub of student engagement opportunities in the division of Student Affairs. This office oversees the clubs, organizations, sororities and fraternities, and the Student Senate and provides annual engagement opportunities for students including the annual Fall Day of Service, University Weekend, Welcome Back Week, Get Involved Fair, Orientation, Alternative

Spring Break, and Days of Leadership. The office also tracks the service hours of the fraternities and sororities on campus which totaled 8,455 hours for AY 2015-2016.

Stockton as a Collaborative Anchor Institution
Stockton pairs a physical presence in the arts and sciences, social services, and business communities with our faculty and staff's participation in local affairs to establish ourselves as an anchor institution in South Jersey. The Stockton Performing Arts Center in Galloway the Arts Garage in Atlantic City, and the Noyes Museum in Hammonton have become influential cultural centers which attract artists and patrons from across the state and country. Stockton's Marine Science Field Station in Port Republic houses the Coastal Research Center which participates in regional-scale coastal zone management, development, and environmental & economic issues. It is becoming involved in larger coastal zone management studies and data collection projects related to federal and state regulations and engineering project planning and decision-making.

The Child Welfare Education Institute is a statewide resource for the New Jersey Department of Children and Families, which supports the ongoing transformation of the public child welfare system through social work education and professional training. Stockton's Small Business Development Center is housed in the Carnegie Library in Atlantic City and is part of a networked national partnership between state and federal government, the private sector, and higher education. The program is designed to provide the highest quality business assistance services to establish new enterprises and promising start-ups, with the objective of increased economic activity.

Stockton faculty, administration, and staff have taken highly visible roles in local government, and on the boards of major non-profits and community development organizations. The faculty serve the community through their teaching offerings, scholarship, helping organize consortia of agencies and bringing funding into the community. Additionally, faculty, administration and staff serve on boards, and provide leadership to local, national, and international organizations. Students also serve, as many local agencies would not be able to provide their broad array of services to the community if it were not for the participation of students in helping to organize and maintain community programs such as the Campus Kitchen at Atlantic City held at the Atlantic City High School and the Hopeful Grounds Pop-Up Cafe at the Atlantic City Rescue Mission.

Stockton serves as an anchor institution in many collective impact efforts in Atlantic City currently, including the SCCE's Homework Completion Programs, which are in collaboration with the Municipal Planning Board, the City of Atlantic City, the Atlantic City Police Department, the Atlantic City Housing Authority, and the Atlantic City School District. Additionally, Stockton works directly with individual organizations such as AtlantiCare Behavioral Health, Family Service Association, Atlantic Prevention Resources, and Atlantic City

Rescue Mission in Atlantic County, Ocean Mental Health in Ocean County, Cape Counseling Services in Cape May County, and the United Way of Greater Philadelphia and Southern New Jersey. These partners are just a few of the number of relationships that Stockton has with the community. The depth and breadth of these partnerships connect back to the mission of the university. There are approximately over 150 formalized relationships with community partners in the South Jersey area. Community partners are defined as nonprofits, government organizations, informal committees, faith-based organizations, and grassroots movements. Each signs an Affiliation Agreement with the University to formalize the relationship, and these forms reside in the unit that initiates the partnerships as well as the Office of the General Counsel.

Stockton University, as mentioned before, has four additional instructional sites – Atlantic City, Manahawkin, Hammonton, and Woodbine. These locations participate in civic action and engagement in a variety of ways and degrees. They host individual programs, such as Independent Lens community film screenings, in conjunction with The Office of Service-Learning. They participate in Days of Service, and connect with the local community to bring volunteers onsite to serve. They host community events and participate in community dialogues.

Existing Baseline Data

Currently, various institutional reporting contains baseline data that is used to measure the impact of future engagement and service projects. Both The Office of Service-Learning and the Center for Community Engagement provide annual reports to the institution detailing their impact in the community. Each center is responsible for similar reporting. In addition, each academic program provides an annual report and the SCCE collects and synthesis the data reported about engagement.

One of Service-Learning's primary measurement tools are pre- and post-surveys administered to students who participate in service-learning classes. These surveys are from Assessing Service-Learning and Civic Engagement: Principles and Techniques (Gelmon, Holland, Driscoll, Spring and Kerrigan, 2006). Results have shown that 2,412 students participated in academic year 2015 - 2016. On average each student served 20 hours which totaled to 48,240 hours served via the courses. Based on the New Jersey State Value of Volunteer Time for 2016 of $26.70 per hour, the total hours served via a service-learning course and the Day of Service (a total of 55,240) is valued at $1,473,840.00.

One of the key findings in the Service-Learning pre- and post- surveys was that there was an increase in students' perceptions that the work they did in the community benefitted the community (35% Strongly Agree and 35% Agree in the pre survey compared to 40% Strongly

Agree and 40% Agree in the post survey). For further in depth baseline data, refer to the public report post May 2016, titled Stockton Service-Learning by the Numbers.[11]

In addition, faculty and community partners are surveyed every semester to ascertain the service-learning experience and to ensure that the relationships built and civic impact are reciprocal. Faculty and community partners are also invited every semester to a Reflection Luncheon[12], which acts as both an opportunity for faculty and community partners to network and also provide feedback about partnerships. In addition, for Spring 2017, The Office of Service-Learning is piloting ETS' HEIghten Civic Competency and Engagement Assessment[13] with service-learning courses, non-service-learning courses and Bonner Leaders. We are excited about the potential outcomes and results of that sampling, and look forward to a potential significant difference between formalized civic competency and informal civic competency. We anticipate the finalized outcome of these results in fall 2017.

The Center for Community Engagement conducted the first comprehensive impact assessment of faculty, staff, students, and community partners' experiences with civic and service-learning partnerships in the spring of 2016. Results from the most current impact assessment (AY 2016 – 2017) showed a positive impact across the board. A review of participation data from AY 2016 - 2017 semester shows that 245 unique students participated in the University's home grown engagement programs, 87.3% of them twice or more. Of the students who volunteered, each student volunteered an average of six times per semester.

Faculty community engagement activities are collected annually in the Annual Scholarly Activity Reports by program and are submitted to executive leadership including the Stockton Board of Trustees. Each unit of Student Affairs likewise collects data and develops unit status reports on the number of college students, faculty and staff participating. The Office of Institutional Research conducts several annual surveys of students, faculty, and staff, which address community engagement (e.g. NSSE, FSSE, COACHE Survey of Faculty and Staff). Finally, program coordinators of academic programs prepare annual reports, which include community engagement projects performed by the program and individual faculty members.

Planning Team

Stockton's Action Plan Team is led by co-chairs Dr. Merydawilda Colón and Daniel Fidalgo Tomé, supported by faculty from various schools including the SCCE Faculty Fellow, cabinet

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[11] **Stockton Service-Learning by the Numbers** --
https://docs.google.com/presentation/d/1u6M8WTlQV_e2KsNqifpw1XbM9X2GNQFmZUX6i7fNUGA/edit?usp=sharing%20
[12] Reflection Luncheon Testimonial Video developed by Caroline Fanning, '17 --
https://www.youtube.com/watch?v=laqVPk2xfGw
[13] **Assessing Civic Competency and Engagement in Higher Education: Research Background, Frameworks, and Directions for Next-Generation Assessment --** http://onlinelibrary.wiley.com/doi/10.1002/ets2.12081/full

members, administrators, staff from the University Relations and Marketing department and the Division of Student Affairs, and students. The entire plan is shepherded by the Stockton University President, Dr. Harvey Kesselman, who also co-chairs the New Jersey Campus Compact with other college and university presidents throughout the State of New Jersey.

In order to ensure that stakeholder voices beyond the planning team are heard, team members have met with the Provost, the Vice President of Student Affairs, the Dean of General Studies, the Director of Human Resources, staff from the Office of Institutional Research, the President of the Faculty Senate, and the Vice President of Administration and Finance, as well as community partners, and a representative sample of faculty from across the Schools to collect broad perspectives on the university's strengths and challenges in its engagement activities. The results of these interviews showed that our internal and external community feels we are extensively engaged in our community but engagement opportunities are not widely known to students, faculty, and staff. Many faculty, administrators and staff were interviewed addressing key issues of "communication is problematic" and "unclear procedure" continued to come up as the key theme of our conversations. This has informed the writing of this plan and helped to create its focal point - an overall vision that includes collectively promoted language, a communication campaign, and a virtual portal as a point of entry for civic action and engagement.

The team, as a whole, has the collective ability to see the big picture at the institution. They hold key positions that promote the culture of engagement by allocating resources (e.g., financial support and/or human capacity) to create and expand engagement activities. The plan that is constructed with the team's consultation will be implemented by the co-chair and the University Relations and Marketing department in accord with the Campus Compact commitments made by President Kesselman.

Team Leader Biographies

Dr. Merydawilda Colón, PhD, LSW, was born in Puerto Rico and earned a Bachelor of Arts in Secondary Education from the Universidad de Puerto Rico in Rio Piedras, beginning her professional career as a high school teacher. She then earned a Master's Degree in Social Work from Rutgers University, a Master of Philosophy in Social Welfare from the City University of New York; and finally, in 2007, she earned a Doctor of Philosophy in Social Welfare, also from the City University of New York.

Merydawilda worked as an Area Director for the Spanish Community Center in Atlantic City, HIV/AIDS Case Manager for the Atlantic City Medical Center, HIV/AIDS Early Intervention Program Coordinator at the Infectious Disease Service of the Atlantic City Medical Center, and hospice social worker for Atlantic City Medical Center.

In 2001, she joined the faculty at the Richard Stockton College of New Jersey. She served as Coordinator of the Social Work Program from 2007 to 2014, and became the Executive Director of the Stockton Center for Community Engagement in 2014. Merydawilda is a tenured Professor of Social Work.

Merydawilda serves the community as the Chair of the Youth and Social Service Sub-committee for the Atlantic City and Pleasantville Municipal Planning Board. She is a member of the Human Rights Committee for Career Opportunity Development, Inc. She is a board member of the Pleasantville Police Foundation and a member of the Atlantic/Cape May Vicinage Advisory Committee on Minority Concerns, Access to Courts Subcommittee. She is a member of the Coalition for Safe Community and serves as a pro bono advisor to various organizations. Merydawilda's primary research interest is hospice use by Latinos, and her publications appear in journals such as the *American Journal of Hospice & Palliative Medicine and the Journal of Social Work in End-of-Life & Palliative Care*.

Daniel Fidalgo Tomé earned his Bachelor of Science in Environmental Policy, Institutions and Behavior from Cook College, Rutgers University and his Master's degree in Education from the University of Massachusetts Amherst. He works closely with the faculty and students from Stockton University and community partners in the South Jersey region creating authentic, reciprocal relationships. Prior to his work at Stockton, he has worked at the City College of New York in Harlem overseeing diversity, community service and leadership development student programs, part of the City University of New York system and for the Board of Public Higher Education for the Commonwealth of Massachusetts coordinating the Undergraduate Research Conference for the state. Daniel has chaired the Committee on Community Service & Service-Learning out of the Commission of Student Involvement out of the American College Personnel Association (ACPA), has sat on the planning committee for the Civic Learning & Democratic Engagement National Meeting for multiple years. Daniel Fidalgo Tomé currently chairs the American Democracy Project Steering Committee of the American Association of State Colleges and Universities (AASCU).

Outcomes

Outcome	Type of Change	Commitment	Measure	Indicator
20% of undergraduate students will participate in	Culture	#2 We prepare our students for lives of engaged citizenship, with	University data from the Office of Service-Learning, SCCE	Increased number of students engaged in club activity service work

civic engagement activities[14]		the motivation and capacity to deliberate, act, and lead in pursuit of the public good.	programs and Student Development\n\nEnrollment data for each Service-Learning course	Increased number of Service-Learning courses available to students\n\nIncreased number of students enrolled in Service-Learning courses\n\nIncreased number of students in the SCCE activity logs
Coordinate efforts across the University to better facilitate civic engagement institutionally, ending duplication and redundancy of services and creating a campus-wide culture of civic engagement	Structure	#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.\n\n#5 We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high	Increased amount of office space for both OSL and SCCE, and space that in proximity to each other to maximize resources and coordination across divisions and the community\n\nProcedural guidelines focused on how we maximize internal communications	Increase in office space, that is in proximity of major partners, fiscal resources and human capacity\n\nIncrease in the number of undergraduate experiential learning experiences available to students\n\nIncrease in number of academic programs with embedded service-learning /civic engagement added to an existing core course\n\nPromoting civic engagement in the e-Portfolio assessment rubric

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[14] Based on current Office of Service-Learning and Center for Community Engagement data

		expectations for members of the campus community to contribute to their achievement.		
Increase the number of formalized partnerships and collaborations throughout the campus that focus on civic action and engagement	Coordination	#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.	The number of formalized partnerships and collaborations that include agreements or receive funding initiatives internally or externally	Increase in collaborations that receive funding Increased affiliation agreements with external community partners
Increased use of language, brand and virtual portal of civic action and engagement	Culture	#5 We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to	Number of times portal is clicked Observation within annual reports of language used around civic action and engagement	Consistent use of branded language focused on civic action and engagement by all members of the community Measurable number of times the virtual portal is accessed

		their achievement.		

Sustainable Capacity Development

1. How will you increase the capacity of faculty, students, and staff to engage effectively with communities beyond the campus?
2. How will you build your institution's capacity to support partnerships?

To capitalize on the success of our campaign we will assess our need to increase funding and human capacity, seek seed money from 2020 funding sources when appropriate as well as independent grants to sustain and create community partnerships. We will expand options for transporting students to our SCCE-sponsored activities in the community. Our coalition building activities will increase to broaden our engagement framework further into the community.

Culture

1. How will you create a culture in which all units expect to advance public goods through their work?

The main purpose of the plan is focused on creating a communication campaign to promote the culture of engagement on the campus. Creating consistency to ensure no matter when someone enters Stockton, either visiting prospective employee or student, on campus for an event or program, current student or faculty, and making it clear that no matter where they come from Stockton has a point of entry for them to get engaged, involved and able to participate with the community at large.

Implementation

1. How will the Civic Action Plan be put into motion?

Timeline for implementation

Activity	Date	Responsible	Status
Present Civic Action Plan to Campus via Day of Scholarship	March 2017	Daniel Fidalgo Tome and Dr. Merydawilda Colon	Completed
Incorporate	April 2017	Daniel Fidalgo	Completed

constructive/reflective comments from Day of Scholarship Receive feedback from colleagues and consider perspectives based on conversations/dialogues		Tome and Dr. Merydawilda Colon	
Start to collect each piece necessary for successful orientations (materials/presentation schedules/training schedules/ online timeline social media/newsletters/website/posters/flyers/ etc.)	May 2017- August 2017	Center for Community Engagement and Office of Service-Learning	Completed
Present Civic Action Plan at the Civic Leadership & Democratic Engagement National Meeting in Baltimore.	June 2017	Daniel Fidalgo Tome and Dr. Meryawilda Colon :Receive feedback from colleagues and consider perspectives based on conversations/dialogues.	Completed

Start presentations of Stockton Civic Action Plan Communication Campaign	July 2017	Team @ Orientation Presentations/ presentations at summer institutes/ be present for open house events/ start first phase of online marketing and hand out flyers/posters to prospective and new students-	Completed
Continue presentations of Stockton Civic Action Plan Communication Campaign	Aug. 2017	Team Presentations at trainings for Athletes, Residential Life, New Faculty Orientation, Adjunct Dinner, second phase of online marketing, posters up on campus	Ongoing
Continue presentations of Stockton Civic Action Plan Communication Campaign	Sept. 2017	Presentation at Fall Faculty Conference, student leadership orientation, service-learning class orientations, Fall Day of Service presentation, third phase of online marketing, poster/flyers around campus, Constitution Day	Ongoing

Continue presentations of Stockton Civic Action Plan Communication Campaign	Oct.2017 - Nov. 2017	University Homecoming Weekend & Make a Difference Day into Day of Leadership & Hunger & Homelessness Awareness Week.	Ongoing
Reflect with team	Dec. 2017	Daniel Fidalgo Tomé, Merydawilda Colón, and team	TBD

Communication

Questions to consider
1. What has emerged from your planning process than can contribute to the dialogue about the public value and purposes of higher education locally? Nationally?
2. How will you communicate with others about your work, share lessons, and inspire others? How is this incorporated into the plan in terms of activities, tasks, stakeholder involvement?
3. Are there opportunities for the voice of the president and chancellor, individually, or in partnership with others, to author op-ed pieces, lead efforts to draw national attention to systems, policy, and cultural change?

The challenge of creating a civic action plan for the next 5, 10 or 30 years is that so many variables and factors are difficult to control. The past 5, 10 and 30 years have been a time of tremendous growth and change with Stockton University and this has been even more true when the institution is viewed through the civic action and engagement lens. One of the things that has been consistent then and now is the need for communication. Viewed on a systemic level, this can include promotion and tenure policies that value and privilege civic action and engagement, the role that our institution plays in regional pre-K-12 partnerships, increasing access, success and completion of civic action and engagement, and higher education as an engine for breaking down inequality and being a leader in social justice movements.

While the team does not feel it can adequately address all of these areas, there are some that have begun to emerge as priorities. Specifically, conversations have begun on campus about service that is part of promotion and tenure policies. This is still at an emergent stage, and includes stakeholders beyond the team -- such as union representatives, top leadership, and deans.

In addition, increasing access, success and completion of civic action and engagement across the campus is clearly a priority. As a result of this plan, the magnitude of how and when students, faculty, staff, alumni, and the community members of South Jersey use Stockton as a vehicle to become engaged in social change or positively impact their communities has shown itself to be vast. While the team has tried to pull together the key modalities within this document, no doubt it will continue to add and adjust. It is understood *what* is done in terms of civic action and engagement; it is hoped that one of the major goals moving forward will be to increase the access, success and completion of these endeavors. Stockton University is always striving for improvement.

Stockton University has always believed that higher education should be a vehicle for breaking down inequality, and that institutions should take the lead in social justice movements. An emerging initiative that has been conceptualized, though not yet approved, has been better coordination between The Office of Service-Learning, EOF and the Office of Financial Aid. OSL had the opportunity to submit a zero-dollar RFP on Diversity Initiatives requesting that strong collaborative ties are formalized between these three offices. The larger goal is to create a College Access Network, a student pipeline of first-generation students who are scaffolded on campus by wrap-around services such as EOF and OSL, and who access their Federal Work Study funds to work in the community on projects and initiatives they are passionate about from their first day. These "placements" would happen through OSL and be connected to not just their personal issues, but also their career aspirations. While this is an emerging initiative, it is one that shows significant promise. The largest aspect is formalized coordination and agreements about resources and roles in the form of MOAs. It is hoped that this would be a model moving forward for other collaborations and intra-campus partnerships.

Conclusion

Stockton was an institution that was born from community and has always had interconnectedness at its heart. Stockton recognizes that there are several layers of internal community in the university -- from programs to schools, down to cohorts, clubs and organizations. Collaboration, especially as it occurs within and across community networks, is embedded within the core principles at Stockton University. It is afforded time, space, and resources, and perhaps most importantly, energy. Regardless of whether members of the Stockton on-and off-campus community come to civic action and engagement through Student Affairs, Service-Learning, or the Center for Community Engagement, *they are engaged.* Many

people come to higher education to get an education; to learn what is necessary to be successful in a career. When people come to Stockton, they get involved. They get involved in their future fields, they enact valuable leadership skills, learn to think critically about multiple spheres of community, and commit to creating positive change. Above all else, these experiences shape their evolving life-long values, principles, and perspectives.

Civic action and engagement are becoming so woven into the fabric of the identity of Stockton University and its community members that it is difficult to tease out specific strands. Some strands emerge as thick and colorful like The Office of Service-Learning and the Center for Community Engagement, and some are still emerging and requiring strengthening. This civic action plan has begun the process of understanding the warp and weft of that rich tapestry.

Appendix 1
Democracy Cafe Programming
2014-2017

Primary Co-sponsors of programs: Office of Service-Learning, Event Services & Campus Center Operations, American Democracy and Political Engagement Project
Additional co-sponsors: listed by program

Fall 2014
- "Do You Know Your Constitutional Rights"
- "Act Locally, Think Atlantic County History"
- "Women in Government & Politics"

Spring 2015
- "Making Cents of the National Debt" co-sponsored by the "Up to Us" Campaign
- "University Hunting Grounds" co-sponsored by the Stockton Police Department, Office of Diversity and Equity, Women's Gender and Sexuality Center, and Office of Student Rights & Responsibilities
- "Politics of the Environment" co-sponsored with Stockton WaterWatch

Fall 2015
- "Is Orange the New Black" co-sponsored by The Petey Greene Program
- "History of the LGBT Movement" co-sponsored by the Stockton P.R.I.D.E. Alliance
- "Politics of Water" co-sponsored by the Stockton Food & WaterWatch Club

Spring 2016
- "The Politics of Student Loan Debt"
- "Women in Politics"
- "Politics of the Environment"

Fall 2016
- "Text, Talk, Vote" co-sponsored by the National Institute for Civil Discourse and Stockton Political Science Faculty
- "Voter ID Laws" co-sponsored by the Stockton Political Science Faculty
- "Election 2016 Results" co-sponsored by the Stockton Political Science Faculty

Spring 2017
- "The Trump Cabinet"
- "Equal Rights Amendment"
- "Where Do We Stand with Standing Rock?"