

James Madison University

Civic Action Plan

Executive Summary

James Madison University's mission states: "We are a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives." Strategically, all of the university's goals, objectives, action steps, and assessment processes are connected back to that mission, where citizenship is intentionally and consistently partnered with living a life of meaning and purpose. In 2014 a bold, new vision statement in support of the mission was developed: "To be the national model for the engaged university: engaged with ideas and the world." If the mission statement codified JMU's historic commitment to civic engagement, then the new vision statement expanded it. Clearly, JMU is all-in when it comes to engagement.

On April 5, 2016, President Jonathan R. Alger signed Campus Compact's 30th Anniversary statement affirming our support for the five civic action commitments. JMU has made a unique pledge to advance the public purpose of colleges and universities by promoting three areas of engagement:

- Engaged learning;
- Civic engagement; and
- Community engagement.

These three areas of engagement all embrace goals and outcomes that emphasize the value of experiential learning, guided reflection, and collaboration. In addition, these engagement areas meaningfully intersect to create experiences that allow for emergent learning. JMU will pursue the five civic action commitments through these three overlapping areas of engagement and the following represents an example of how JMU's engagement goals could map to the five commitments:

1. *We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby and around the world.*
 - Student participation continues to grow in Alternative Break programming and Service-Learning courses with the goal of an overall increase of 40% by academic year 2019-2020. Over 600 JMU students annually commit to immerse themselves in serving a community during spring break, winter break, summer break, and over a weekend in the fall or spring. In addition, over 1400 students enroll in Service-Learning courses annually.
 - Increase the percentage of undergraduates who study abroad to 33% (from 28% in 2015-16).
 - Develop new community partnerships that more thoroughly integrate partner goals into efforts to achieve curricular learning outcomes.
2. *We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.*
 - A new James Madison Center for Civic Engagement will open in July 2017 with the selection of a new executive director following a national search.
 - "I am Madison's Legacy" framework, a set of seven affirmative statements designed to serve as measurable civic competencies, will be widely disseminated.
 - In Fall 2017, the School of Communication and Media Studies will offer to 200 Honors students a unique General Education course centered on a Madisonian kind of deliberative dialogue.

- Pre-post student scores on the assessment of major themes and political concepts that structure American civic life will continue to be measured using the General Education program’s American Experience instrument.
3. *We embrace our responsibilities as place based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.*
 - Grow current efforts that unite campus and community in the pursuit, creation, application and dissemination of shared knowledge and resources (like the Institute for Innovation in Health and Human Services and Office for Stewardship of the Natural World)
 - Expand economic contributions like Shenandoah Valley Partnership (including participation in the new GO Virginia initiative in combination with the private sector) and Small Business Development Center
 - Support educational outreach programs like Value Scholars, the Lifelong Learning Institute, the Adult Degree Program, and the Forbes Performing Arts Center to area residents
 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.*
 - Continue our Life in the State of Poverty simulation, now in its 20th year.
 - Expand our number of mutually beneficial and reciprocal partnerships, ranging from local to global, that connect learning to practice, address critical societal problems and improve quality of life.
 5. *We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.*
 - By 2020, all JMU undergraduates, at the time of graduation, will have completed one or more engagement-related practices such as the Association of American Colleges and Universities “high impact” practices:
 - Capstone Project
 - Collaborative Assignments/Projects
 - Common Intellectual Experience
 - Diversity/Global Learning
 - Internship
 - Learning Communities
 - Service-Learning
 - Undergraduate Research
 - Writing-Intensive Courses
 - Enhance the newly-established Honors College
 - Expand the Centennial Scholars and Valley Scholars programs, which expand the culture of diversity on campus

Civic Action Plan

James Madison University is proud to partner with other Campus Compact member institutions in advancing the public purposes of higher education. On April 5, 2016, President Jonathan R. Alger signed the 30th Anniversary statement affirming our support for Campus Compact's five commitments:

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.

In keeping with that action statement, the following pages summarize the origins of our current strategic plan, explain the actions this institution will take to further these five commitments, and describe the short- and long impacts that we expect to achieve.

Mission and Vision

It is difficult to identify a precise point at which James Madison University (JMU) began its commitment to civic engagement as an approach to student learning as well as a reflection of the legacy of its eponym, James Madison, Father of the Constitution. However, the creation of its current mission statement in 1998 serves as an important marker.

In the late 1990s, the university began to prepare for its centennial celebration of its founding in 1908 as a state Normal and Industrial School for Women. A faculty-led Centennial Commission was charged to draft a new university mission statement and develop a strategic plan to carry the institution to 2008 and beyond. The statement they developed spoke volumes about the culture and commitment of JMU: *We will prepare students to be educated and enlightened citizens who lead productive and meaningful lives.* The choice of the word, "citizen," as the key concept of purpose was intentional. The word was seen as the most elegant expression of what it meant to be a public, comprehensive university named for the Father of the Constitution.

In 2006, the mission statement was slightly altered to its current version: *We are a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives.* Adding the word community to our mission statement highlights the public purpose of our work. Strategically, all of the university's goals, objectives, action steps, and assessment processes

are connected back to that mission, where citizenship is intentionally and consistently partnered with community responsibility and living a life of meaning and purpose.

Through the first years of the 21st century, the university has expressed its mission through active promotion of both civic and community engagement. There have been multiple committees and task forces focused on developing our approach to engagement. Most notably, it was then that the university's Office of Community Service-Learning began to win national awards, particularly for its Alternative Break programs. It was also in this period that JMU began its application for the Carnegie Engaged Campus Designation, which it received in 2010. Plans are currently underway for recertification of the designation in 2020.

JMU increased its commitment to civic and community engagement with its new strategic plan, launched in 2014. This process began during the summer of 2012, when the university's sixth president, Jonathan R. Alger, was named. Two important initiatives started then. The first was the Madison Future Commission, a group of 180 faculty, staff, students, and community leaders tasked with building the institution's new strategic plan. The second was President Alger's listening tour, a yearlong series of meetings in which faculty, staff, students, and alumnae across the country were asked to describe what makes JMU unique. The key question that defined the President's tour was: *Why Madison?*

The combined work of the Madison Future Commission and listening tour involved surveys, focus groups, town hall meetings, and one-on-one interviews. The purpose was to discover the special qualities of the institution so they could be leveraged in the creation of a new strategic plan effective from 2014 through 2020. There were SWOT analyses, literature reviews, and internal organizational-cultural studies to gain a sense of the institution's best future.

As this information was gathered, one word kept surfacing as the most common descriptor of the university's past, present, and future. It was repeated by faculty, students, staff, members of the community, and alumnae. That word was *engagement*. From the quality of the one-on-one interactions between students and faculty to the institution's efforts to extend learning beyond the walls of the physical campus in Harrisonburg, Virginia, JMU is great because it is engaged.

Thus, in 2014 a bold, new vision statement in support of the mission was developed: *To be the national model for the engaged university: engaged with ideas and the world*. If the mission statement codified JMU's historic commitment to civic engagement, then the new vision statement expanded it. Clearly, JMU is all-in when it comes to engagement.

Approach

The challenge of operationalizing engagement on a large, decentralized campus is to be sure there is a common understanding of what it means in different situations or contexts. To this end, before the strategic plan even received final approval, work began on defining the vision and drafting and communicating definitions.

The university's senior leadership team conducted interviews with key faculty leaders and determined that, unlike many other institutions, JMU would not limit its approach to one kind of engagement, but instead would pursue three areas: Engaged Learning, Civic Engagement, and Community Engagement. And, in anticipation of further questions about what was meant by each of the teams, a group of campus leaders created a clear definition for each area. They are:

Engaged Learning – Developing deep, purposeful and reflective learning, while uniting campus and community in the pursuit, creation, application and dissemination of knowledge.

Civic Engagement – Advancing the legacy of James Madison, the Father of the Constitution, by preparing individuals to be active and responsible participants in a representative democracy dedicated to the common good.

Community Engagement – Fostering mutually beneficial and reciprocal partnerships, ranging from local to global, that connect learning to practice, address critical societal problems and improve quality of life.

Then, during the summer of 2015, President Alger appointed the Engaged University Council, a group composed primarily of leaders in the divisions of Academic Affairs and Student Affairs. The Council studied the current landscape, both internally and externally, and conducted an analysis of the status quo in light of JMU's new vision to be the national model for the engaged university. In essence, the question that informed the Council's work was: What are the gaps between where we are now and the standard called for by the new vision?

After working for the academic year, the Council made several important recommendations, including:

1. The creation of a single Engaged University office with defined authority and with a full-time leader reporting directly to the President or Provost.
2. A significant commitment of the resources necessary to inspire, coordinate and support engagement activities.
3. The current Engaged University Council should be disbanded and a new Council repurposed to serve as a think tank, advisory board, and communication body.

As a result of these recommendations, several major steps were taken.

- President Alger created a new Office of Strategic Planning and Engagement to be housed in his office and report directly to him.
- A new coordinating team – the Engagement Advisory Group (EAG) – was formed to provide coordination and leadership. Based on recommendations from the Engaged University Council, the team is organized into 5 steering committees.
 - Engaged Learning
 - Civic Engagement
 - Community Engagement
 - Assessment and Measurement
 - Promotion and Communication
- The new Office of Strategic Planning and Engagement was given the resources needed to carry out its responsibilities.

Leadership Team

An organizational chart for the EAG is appended to end of this plan. The group's mission and vision statements follow:

Mission: The Engagement Advisory Group leads, aligns, facilitates and supports so that incremental and measurable progress is made toward the university's vision to be the national model for the engaged university.

Vision: The university exceeds expectations in making progress toward the vision to become the national model for the engaged university.

As one of its first activities, the EAG created a working plan for AY2016-17 based on the recommendations of the Engaged University Council as well as requirements for assessing engagement and developing strategies for communicating about engagement internally and externally. Each of the five steering committees is responsible for one or more of the EAG objectives. There are currently eighteen short and twelve long-term objectives on the plan, which is available for review upon request.

Outcomes

JMU is known nationally as a leader in higher education assessment, thus, establishing and measuring learning outcomes is a critically important part of how we are pursuing our vision to be the national model for the engaged university. A three-pronged strategy is underway:

1. The Assessment and Measurement committee has drafted a working plan that focuses on assessment of engagement activities based on five steps:
 - a. Articulation of intended student learning outcomes
 - b. Identification of intentional educational activities
 - c. Student responsiveness to the activities
 - d. Evidence of better learning
 - e. Evidence of better post collegiate outcomes
2. The university has established a series of 40 strategic plan performance measures that establish targets for measurement and evaluation of the strategic plan. Examples of those performance measures include:

Sample Strategic Plan Performance Measures

Measure	2009	2013-14	2014-15	2015-2016	Target by 2020 Unless Otherwise Noted
Six-year graduation rate	81.3%	81%	82%	83%	≥80%
Number of unique undergraduate students participating in a studies abroad program as a percentage of total undergraduate students – four-year average.	22.8%	25%	27%	28%	33% by 2018*
Mean scores of seniors on NSSE Engagement Indicators: Percent of students reporting mid- to high-level engagement for the following indicators: 1. Higher-Order Learning 2. Reflective and Integrative Learning 3. Learning Strategies 4. Quantitative Reasoning 5. Collaborative Learning 6. Discussions with Diverse Others 7. Student-Faculty Interaction 8. Effective Teaching Practices 9. Quality of Interactions 10. Supportive Environment	N/A	1. 77.7% 2. 74.2% 3. 67.1% 4. 48.0% 5. 64.8% 6. 74.2% 7. 43.7% 8. 79.7% 9. 76.2% 10. 71.6%	N/A	N/A	Will be monitored
Percentage of students who have a for-credit internship during the given academic year.	N/A	N/A	Assessment method created	Baseline established	Increases annually
Success at maintaining Carnegie Engagement Classification as a Community Engaged University.	N/A	Status maintained	Status maintained	Status maintained	Status maintained
Student Civic Engagement.		47.1%*			Will be monitored
	N/A	N/A	N/A	519**	Minimum of 519 maintained

* National Study of Study of Learning, Voting and Engagement (NSLVE) **student voting rate in primary elections**. This data will be provided by OIR when published. Because of variables between elections that are considered “major” and others the target is “will be monitored.”

** Cluster IV **student mean score** on testing for American Experience curriculum, which compares student knowledge of the major themes and concepts that structure American civic life. A score of 519 represents significant improvement when comparing student before/after knowledge. Therefore, the target is to maintain that score on a **three-year rolling average**. Data will be provided by the Executive Director of the James Madison Center for Civic Engagement.

3. A series of draft Vision Markers/Signposts is being developed. The intent is that the grouping of signposts will serve as a kind of dashboard for the university’s advancement toward the fulfillment of the vision. Once the list is finalized, it will be used to track progress on intended outcomes. Draft sample markers include:

1A: All JMU undergraduates, at the time of graduation, will have completed one or more engagement-related practice to be determined. The [Association of American Colleges and Universities](#) list of “high impact” practices are examples. Some of those include:

Capstone Project	Collaborative Assignments/Projects
Common Intellectual Experience	Diversity/Global Learning
Internship	Learning Communities
Service-Learning	Undergraduate Research
Writing-Intensive Courses	

1B: Engagement-related goals and accomplishments are incorporated into all faculty hiring, promotion and tenure standards.

1I: Engagement-related non-credit programs are enhanced.

1L: Robust Engagement-related professional development programs are available for faculty and staff.

2B: JMU hosts a national conference on engagement.

2C: The university establishes a national award for engagement. (This award could be presented at the conference referenced in 2B.)

2E: Based on Cluster 4 assessment data, data from National Study of Learning, Voting and Engagement (NSLVE), the JMU Continuing Student Survey and from the National Survey of Student Engagement (NSSE), 33% of undergraduate students experience measurable civic engagement during their matriculation.

3A: A detailed articulation/narrative of how the Engagement vision impacts our graduates specifically and meaningfully is written, promoted and understood across campus.

3C: The university submits an application for least one of AASCU’s Democracy Project Civic Engagement Awards each year.

3E: JMU faculty maintain a significant engagement-related publishing record to include both the publication and citation of articles.

3H: The Office of Civic Engagement is established and builds a national reputation.

Implementation

The distinction between civic engagement, community engagement and engaged learning at JMU is not intended to suggest that these three areas are mutually exclusive. Rather, these three areas of engagement all embrace goals and outcomes that emphasize the value of experiential learning, guided reflection and collaboration. In addition, these engagement areas often meaningfully intersect to create experiences that allow for emergent learning. As an engaged university, JMU renews its long-standing commitment to providing students with distinctive opportunities and expert guidance, encouraging and supporting scholars and mentors, and preparing the next generation of educated and enlightened citizens.

Engaged Learning

The Engaged Learning committee is currently developing processes to identify JMU courses taught via modalities that are likely to foster engaged learning. While current research is scant regarding which teaching practices might best lead to engaged learning, the committee is focusing on AAC&U’s “high-impact practices” as promising teaching modalities. As indicated above, these include: First-Year Experiences, Common Intellectual Experiences; Learning Communities; Writing-Intensive Courses;

Collaborative Assignments and Projects; Undergraduate Research; Diversity/Global Learning; Service Learning; Community-Based Learning; Internships; and Capstone Courses and Projects. Whether or not so-called high-impact practices are effective strategies to enhance engaged learning is a primary empirical question involving not only the Engaged Learning committee, but the Civic Engagement committee, the Community Engagement committee, and the Engagement Assessment committee.

In addition to improving of JMU's ability to identify high-impact teaching modalities, future foci of the Engaged Learning committee may include identifying learning strategies that have been empirically demonstrated to enhance engaged learning, and facilitating the development and delivery of programming to help JMU students acquire and successfully deploy those learning strategies.

Several specific action items related to engaged learning are currently underway as part of the Madison Plan. These include:

- Increase the percentage of undergraduates who study abroad to 33% (from 28% 2015-16)
- Enhance the newly-established Honors College
 - Independent Scholars program
 - Expand the number of students who receive prestigious scholarships (eg, Boren, Fulbright)
- Develop an undergraduate research center
- Promote innovative curricula, interdisciplinary majors/minors

Community Engagement

As previously stated, JMU defines community engagement as “fostering mutually beneficial and reciprocal partnerships, ranging from local to global, that connect learning to practice, address critical societal problems and/or improve quality of life.” From JMU’s perspective a partnership is a relationship with an external party with which JMU has common interest and concerns, where both parties are working toward identified needs and outcomes. These partnerships may include relationships with individuals, organizations, coalitions, associations and/or communities. It is our belief that partnerships will fall on a continuum that may be informal or formal and will reflect multiple modes of engagement that may evolve over time as partnerships grow and change. The committee worked on:

- Creating a continuum for partnerships, i.e. providing services “to” the community, working “for” the community, and partnering “with” the community (See visual representation at the end of this document)
- Identifying a tool to inventory engagement work happening across campus
- Working with Institutional Research on how to use existing tools to capture engagement activities
- Researching and developing a partnership agreement form
- Researching engagement structures at other universities
- Offering a “Collaboratory” where we looked at impacts, barriers and meaning of engagement, collected a sample of current engagement activities, captured names of people from across campus who are doing work in the community, and created visual examples of what community engagement could look like.

Individual members of the committee have worked on, and continue to work on several projects, including:

- The creation of a Community Engagement Guidebook
- Presentations at several Center for Faculty Innovations sessions, focused mostly on engaged scholarship
- Hosting and/or participating in faculty focus group discussions on the meaning of engagement
- Preparing for our Carnegie Re-classification
- Working with Strategic Planning and Engagement on developing an engagement database
- Managing the nomination process for the Provost's Award for Outreach & Engagement
- Student participation continues to grow in Alternative Break programming and Service-Learning courses with the goal of an overall increase of 40% by academic year 2019-2020. Over 600 JMU students annually commit to immersing themselves serving a community during spring break, winter break, summer break, and over a weekend in the fall or spring. In addition, over 1400 students enroll in Service-Learning courses annually.

Members of the Community Engagement committee are also involved in discussions pertaining to the establishment of a Virginia Campus Compact, possibly modeled on the North Carolina version. They are working with colleagues at sister institutions across the Commonwealth to determine the level of interest.

Civic Engagement

JMU defines civic engagement as “Advancing the legacy of James Madison, Father of the Constitution, by preparing individuals to be active and responsible participants in a representative democracy dedicated to the common good.” This statement reflects a wide range of activities in the curriculum and co-curriculum, from a twenty-year old American Experience course requirement in the General Education program to a brand new campus precinct that opened for the presidential primary in January 2016. The civic engagement effort has been coordinated by a dedicated team of faculty and staff from across the university. During the first focused year of engagement activity (2015-16), the committee completed five projects:

- Developed the “I am Madison’s Legacy” framework, a set of seven affirmative statements designed to serve as measurable civic competencies, and hosted related events
- Increased voter registration and education and launched campus precinct
- Created a preliminary survey of civic engagement activities (curricular and co-curricular)
- Submitted budget initiative for a new civic engagement center and staff
- Identified multiple instruments for benchmarking civic engagement outcomes

Individual members of the committee also completed projects associated with the specific programs or units they represent (e.g. our nationally-recognized Madison Debate program, the Gandhi Center, the 4C: Campus Community Civic Collaborative, the Health Policy Summit). Additional accomplishments were achieved by persons, offices, and programs operating independently of the committee to promote civic engagement.

During the second year (2016-17), the committee continued its work by completing five additional projects. The most important ones were the establishment of the new center, the creation of a voter

engagement plan focused around the 2016 presidential election, and a public discussion series. The work began with the approval of funding for the new James Madison Center for Civic Engagement and a national search for the inaugural director, who will assume the position in July 2017. At the same time, committee members partnered with student organizations and university offices like Residence Life to coordinate voter registration through a student-led body called DukesVote. This effort included: an innovative set of in-dorm meetings targeting our 4,500 resident freshmen; blast emails on Constitution Day and National Voter Registration Day; on-line registration via TurboVote and the Virginia Citizens' Portal; coordinated tabling across campus; visits to large, introductory classes in the General Education program; coordination with the local electoral board and city registrar; and a detailed voter education website. As the campaigns heated up, DukesVote worked with Student Government Association and other student organizations to hold debate watch parties, mock debates, new voter meetings, and public forums featuring candidates for local office. There was a focused get-out-the-vote effort for the campus precinct and multiple precincts in the city. On November 8th, the committee and DukesVote hosted an election returns watch party for over 300 students that included participation by the American Democracy Project and The Democracy Commitment of AASCU and partners from iCitizen. After the election, various groups and offices hosted public conversations that provided students with opportunities to discuss current events while modeling civil discourse. Throughout the entire year, the committee worked with colleagues in Libraries and Learning Technologies to host a series of four events; called JMU Use Cafes, these events brought together faculty and community experts to discuss with students how civic engagement connects to the media, STEM, the arts, and the business world. Thanks to the success of these public discussions, a fifth Café on voter education was added. In recognition of these efforts, JMU was just named a Voter Friendly Campus by the Campus Vote Project/NASPA.

In the future, day-to-day coordination of civic engagement efforts will fall to the new Center, which opens in July 2017 in a dedicated space with three full-time staff, an executive director, associate director, and administrative assistant. The civic engagement committee and a new advisory board will provide support. The "I am Madison's Legacy" framework will become a focus for faculty, staff, and student conversations about civic competence in the curriculum and co-curriculum. JMU is a leader in assessment and measurement, so the involvement of the Center for Assessment and Research Studies will be essential to the creation of multi-level protocols. JMU is also fortunate to have ties to several national organizations, including not only Campus Compact, but the Robert H. Smith Center for the Constitution at Montpelier, IDHE, AASCU/ADP/TDC, and the Kettering Foundation, which can provide guidance and support. In Fall 2017, the School of Communication and Media Studies will offer a unique General Education course centered on a Madisonian kind of deliberative dialogue. Developed with the involvement of Dr. Lori Britt, director of JMU's Institute for Constructive Advocacy and Dialogue and a civic engagement committee member, it will be offered to 200 Honors students with the intention of expansion to the broader population later. At present all JMU students complete a SCOM course, so this revised pedagogy parallels the required American Experience elsewhere in the program. Voter education and engagement programs will continue to receive attention, as well as the Center's work with other units to integrate voter registration into first-year programming.

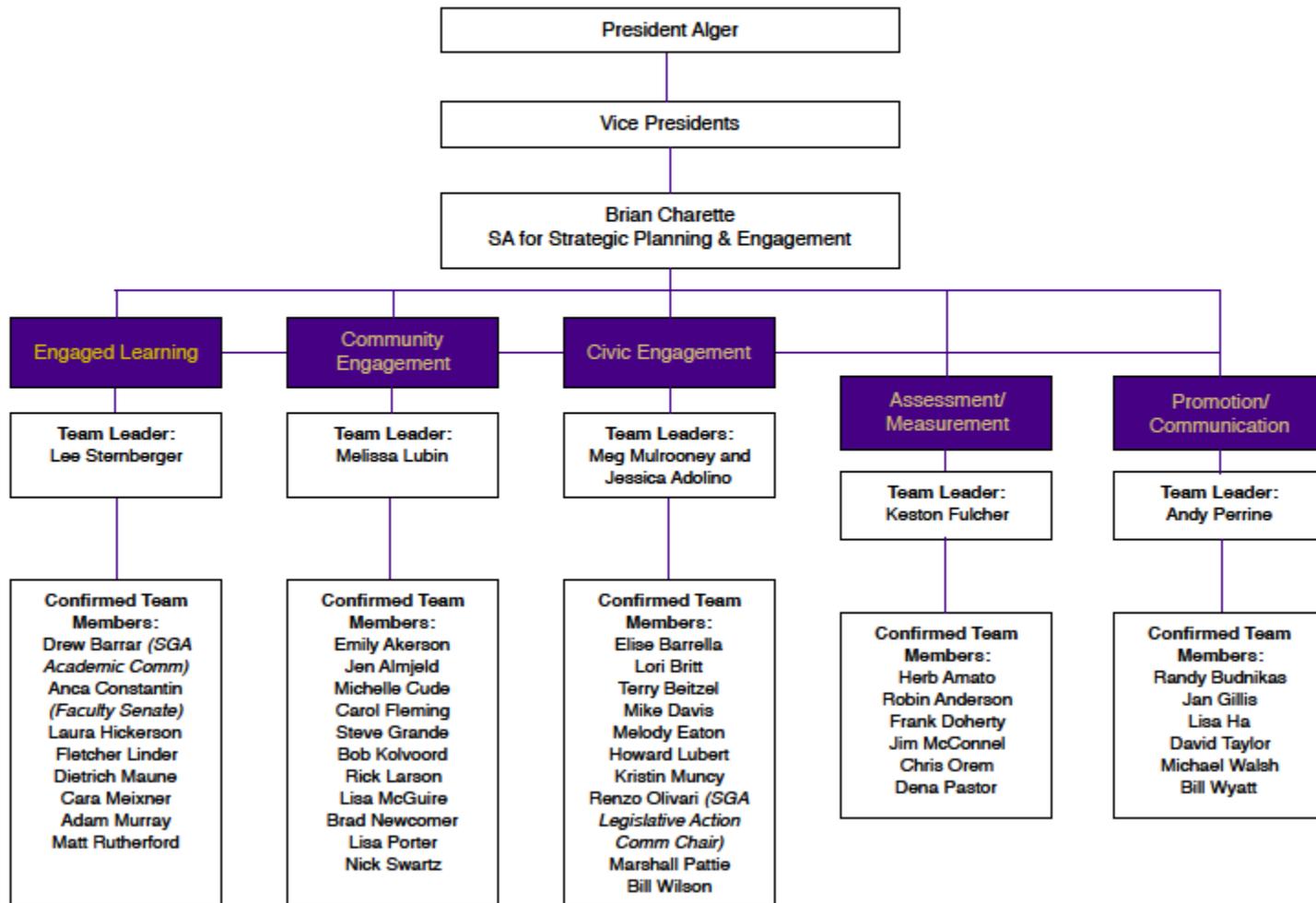
Communications

Nearly all of JMU's official university communications contain content depicting engagement since engagement is the main mode in which the university advances its mission. The communication

challenge we face is translating the stories we constantly tell using the new language of engagement at JMU. To that end, several initiatives are underway:

- Focus groups with faculty and outreach to every academic department seeking to better understand faculty perceptions of university-wide initiatives, including engagement. Qualitative data gleaned from these interactions will be used to inform an internal communications plan to connect the engagement work already taking place on campus to the new definitions of engagement.
- A digital engagement hub comprising a web site and email and social media outreach operated by the Office of Strategic Planning and Engagement. The effort is aimed at gathering information on university engagement activities and propagating engagement opportunities throughout the university community.
- A branding and marketing project in partnership with a nationally known higher education marketing and branding firm to hone the university's efforts to differentiate itself in the marketplace. Driving this work is the university's vision to become the national model for the engaged university. A refined expression of the university's uniqueness and superiority will be combined with a dissemination plan targeting all university audiences.

**Engagement Advisory Group
As of September 6, 2016**



COMMUNITY ENGAGEMENT CONTINUUM DRAFT

University

Faculty/Staff

services

partnerships

to
the community

for
the community

with
the community

sporting events

youth development

service learning

volunteering

workforce development

economic development

arts & culture

lifelong learning

study abroad

leads to...

leads to...

leads to...

Community Participation

Community Involvement

Mutually Beneficial &
Reciprocal Partnerships

For additional information:

<http://www.jmu.edu/engagement/>

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