



Wisdom to make a difference.

Keene State College

Campus Compact

CIVIC ACTION PLAN

Spring 2017

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Civic Action Plan Forward

The Campus Compact Civic Action Plan Committee completed the following report in the spring of 2017 and presented it to President Anne Huot for review and feedback. President Huot announced her resignation in June of 2017 prior to approving the report.

In July of 2017 Melinda Treadwell was named as Interim President of Keene State College. As the transition proceeded it became clear that Keene State was facing financial difficulties beyond what had been anticipated and planned for by the prior administration. The committee reconvened to reassess what could realistically be achieved in the next few years to further civic engagement.

Fortunately, during this same period of time, a group implementing Keene State College's [College-Wide Learning Outcomes](#) (CWLO) (that includes a number of Civic Action Plan Committee members) observed that the greatest growth for students seemed to be occurring at the intersections of the CWLOs. For example, it was clear that critical thinking was integral to growth across the [Active Citizen Continuum](#) and that civic engagement opportunities provide the complex social issues that foster growth in critical thinking skills.

We recognize that new thinking is required in these financial times. We see an opportunity to create synergies across a number of efforts already underway as well as with new ambitious ideas put forth in the plan. The establishment of the stand-alone "Center for Civic Engagement" described in this document will not come to fruition at this time. Nevertheless, the vision planned for this center will be integrated into a broader effort around the CWLOs and the Civic Action Plan Committee will continue its work in the coming year as a subgroup of the CWLO Steering Committee. Our new leadership is committed to institutionalizing of many of the initiatives included in this Civic Action Plan.

Executive Summary

In October 2016, Keene State College's President Huot charged a Civic Action Plan (CAP) Workgroup to prepare the Campus Compact CAP. The group considered a number of models including the [National Survey of Student Engagement](#), the [National Study of Learning Voting and Engagement](#), and the [President's Community Service Honor Roll](#). In addition, it reviewed campus climate reports, and student and alumni surveys, and conducted interviews with a variety of campus stakeholders. Based upon this background research, the CAP Workgroup applied the [Active Citizen Continuum](#), initially used to assess student progress in civic engagement, to civic action programs, initiatives and the institution. Potential CAP actions were evaluated using themes that encourage or require a change in campus culture, involvement with the community, a commitment of resources, or further study and planning in order to live up to our institutional commitment to civic engagement and coordinated civic action at Keene State College. Presented below is the outcome of the Workgroup's efforts. Specifically, KSC's CAP recommends establishing and staffing a [Center for Civic Engagement \(CCE\)](#) on campus. Once in place the CCE would serve as a clearinghouse for civic engagement best practices, coordinate and facilitate the efforts of students, faculty, and staff to address the needs of the larger community, and would function as the point of contact for community members interested in partnering with the College.

TABLE OF CONTENTS

<u>Introduction</u>	Page 1
<u>Action Plan Process</u>	Page 2
<u>Workgroup Recommendation</u>	Page 2
<u>Definitions</u>	Page 2
<u>Background/History of Civic Engagement at Keene State</u>	Page 3
<u>Relationship to the Keene State College Strategic Plan</u>	Page 5
<u>Relationship to the Keene State College-Wide Learning Outcomes</u>	Page 5
<u>The College as an Active Citizen</u>	Page 8
• <u>Member Description</u>	Page 10
• <u>Volunteer</u>	Page 10
• <u>Conscientious Citizen</u>	Page 12
• <u>Active Citizen</u>	Page 13
<u>Timeline/Action steps for the Creation of a Center for Civic Engagement</u>	Page 15
<u>Communication Plan</u>	Page 20
<u>Conclusion</u>	Page 20

INTRODUCTION

The Keene Normal School was established in 1909 as a two-year institution, meeting New Hampshire’s need for well-educated and effective teachers. Noble and practical as this teacher-training goal was, the College quickly began expanding to meet the changing needs of students, evolving to a four-year institution both fully accredited in teacher preparation and also offering a general education program to prepare students for a variety of liberal arts majors.

Since that time, Keene State has become the foremost public liberal arts college in New Hampshire and is classified by Carnegie in the Master’s Colleges and Universities (Smaller Programs) category. The College has 4000 students, employs over 300 faculty and almost 400 staff members, and has 30,000 alumni. Keene State offers over 40 majors in the humanities, arts, sciences, social sciences, and various professional programs. The College’s growth has paralleled the growth of the city in which it is located. A city of about 23,000, Keene has a thriving downtown with many successful businesses that often partner with the College on mutually beneficial projects such as [Healthy Monadnock 2020](#), [social mobility for children](#) and [locally focused environmental research](#). The city and college are deeply interconnected and the College’s commitment to serving the public good ensures shared success.

Keene State College’s [mission](#) statement was revised in 2005. It served as the basis for the institution’s [Strategic Plan](#) 2015-2020, and for the [College-Wide Learning Outcomes](#) which passed the Senate in April 2015. The mission statement exemplifies the College’s commitment to civic engagement, character, priorities, and values, as reflected in its motto “Enter to Learn, Go Forth to Serve.” Keene State is committed to preparing promising students, and strives to help them think critically and creatively, engage in active citizenship, and pursue meaningful work.

The underpinnings of Keene State College’s mission—historically, at present, and for the future—are excellence in undergraduate liberal arts education, access for students who otherwise might not be able to attend college, and a commitment to community engagement and service. In its [2010 evaluation](#), [New England Association of Schools and Colleges \(NEASC\) acknowledged](#) that the mission statement effectively captured the College’s intent to balance active citizenship, excellence and access, and noted that the mission was “clear and distinctive” and “carried out in a manner that embraces the standards” of NEASC.

There is ample evidence that Keene State College continues to fulfill its academic and civic engagement mission. Ongoing membership in the [Council of Public Liberal Arts Colleges](#) (COPLAC) demonstrates an institutional level commitment to excellence in liberal arts education, and strong grassroots values around active citizenship through stewardship and service throughout the local and broader community.

The College’s record of community service and engagement remains steadfast and was acknowledged when Keene State received the 2015 [Community Engagement Classification](#) from the Carnegie Foundation for the Advancement of Teaching. Keene State was one of the original designees for this honor when the program began in 2006 and is the only college or university in New Hampshire to receive the 2015 classification. This designation was well earned, as KSC students annually perform more than [100,000 hours](#) of community service and service-learning work, worth about \$2.4 million to the greater Keene community and partners in national and international service trips.

Our grassroots efforts around civic engagement have brought recognition to the College and confirmed our role as “[stewards of place](#)” in our community. However, the fulfillment of the College’s commitment to civic

engagement must become more focused and effective with the implementation of its new [Strategic Plan](#) and [College-Wide Learning Outcomes](#). Achieving this will require moving from the grassroots work of individuals to an institutional commitment of resources and personnel.

ACTION PLAN PROCESS

In October 2016, a Civic Action Plan Workgroup was charged by the President. It is made up of faculty, staff and administration. The group considered a number of models including the [National Survey of Student Engagement](#), the [National Study of Learning Voting and Engagement](#), the [President’s Community Service Honor Roll](#), campus climate reports, and student and alumni surveys. We also reached out to the community and held interviews with a variety of stakeholders on campus.

The work of the committee is shaped by Keene State College’s current [Carnegie Foundation Classification](#), our continuing recognition on the [President’s Higher Education Community Service Honor Roll](#) and the emphasis on civic engagement in our strategic plan and college-wide learning outcomes.

Armed with that information, we then applied the [Active Citizen Continuum](#), initially used to assess student progress in civic engagement, to include programs, initiatives and the institution. We evaluated actions by themes that encourage or require a change in campus culture, involvement with the community, a commitment of resources, or further study and planning in order to live up to our institutional commitment to civic engagement and coordinated civic action at Keene State College.

WORKGROUP RECOMMENDATION

We recognize that the civic responsibility of the KSC community goes beyond student learning outcomes and we set the goal to deepen our commitment by extending the concept of Active Citizenship throughout our campus community. This will foster an environment that more consistently affirms our dedication to the public purposes of higher education so that all institutional actions – whether originated by students, staff, faculty, programs, departments, partnerships, or administration – contribute to the health and strength of our communities – economically, socially, environmentally, educationally, and politically.

Current efforts to promote civic engagement at Keene State College have yielded outstanding outcomes for students, faculty, staff, and the local community. However, the absence of sustained resources and institution-wide coordination of efforts limits the sustainability and impact of KSC’s work in this area. In order to build upon the civic engagement achievements expected of institutions with the College’s Carnegie classification, the committee recommends establishing and staffing a [Center for Civic Engagement \(CCE\)](#) on campus. Once in place the CCE would serve as a clearinghouse for civic engagement best practices, coordinate and facilitate the efforts of students, faculty, and staff to address the needs of the larger community, and would function as the point of contact for community members interested in partnering with the College. A Center for Civic Engagement at Keene State College will support more consistent and intentional high-impact learning opportunities for students, strengthen college and community relationships, and build national recognition for KSC. These outcomes and will enable the College to obtain broader external support for civic engagement activities.

DEFINITIONS

Keene State College has developed this Civic Action Plan (CAP) that outlines our continued commitment to prepare and empower students for lives of engaged citizenship with knowledge, motivation and the capacity to

deliberate, act, and lead in pursuit of the public good. Additionally, the CAP sets a goal for students, departments and the institution to develop and move across the Active Citizenship Continuum from Member to Active Citizen. A few definitions can help to clarify current practices in student learning and engagement:

Community Engagement: A broad designation, defined by the [Carnegie Foundation](#) as collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources. The purpose is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Civic Engagement: Whether by direct service, relevant coursework, or co-curricular activities; students build knowledge, take action, and/or develop attitudes around social and environmental issues that prepare them as active citizens to achieve public goals and solve public problems.

Community Service: Work done by a person or group of people that benefits others or the community as a whole without expectation of payment. Students connect with meaningful co-curricular service initiatives in partnership with local, regional, and international communities. This may include direct and indirect volunteerism, advocacy, and/or philanthropy—which together create the greatest potential for student learning and community impact.

Service-Learning: A high impact teaching and learning strategy under which students learn and develop through active participation in thoughtfully organized public service experiences that meet community needs, that are integrated into the student's' academic curriculum, that provide structured time for reflection, and that enhance achievement of course learning objectives.

Internship: A student experience in a work setting – usually related to their career interests – giving them the benefit of supervision and coaching from professionals in the field. Students apply knowledge and gain hands-on experience during internships with organizations, government, and businesses; providing the opportunity to reflect on their civic role in the workplace and society.

BACKGROUND/HISTORY OF CIVIC ENGAGEMENT AT KEENE STATE COLLEGE

American Democracy Project

The [American Democracy Project \(ADP\)](#) is a multi-campus initiative focused on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. The goal of the American Democracy Project is to produce graduates who are committed to being active, involved citizens in their communities. The 250 participating colleges and universities, as members of the American Association of State Colleges and Universities, have been described as “stewards of place.” As today's undergraduates complete their studies and return to their communities, universities must prepare the next generation of citizens to become tomorrow's “stewards of place.” ADP plans much of its national programming through “[Civic Engagement in Action](#)” (CEIA) initiatives that aspire to create new models for student understanding. These initiatives allow students to become deeply involved in substantive citizenship issues.

Keene State College has been actively involved in ADP since 2008 and specific CEIA initiatives such as American's Fiscal Future, eCitizenship, and Global Engagement over the past decade. Over 75 members of the Keene State community, including faculty, staff, students and administrators have attended ADP annual meetings

and specific workshops and institutes. In 2012, former Provost Mel Netzhammer received the Plater Award, the only known national award for chief academic officers, given for providing leadership in focusing our campus on civic engagement, recognizing Keene State College's commitment to living our mission and our motto. In 2014, Professor Patrick Dolenc received the Barbara Burch Award for Faculty Leadership in Civic Engagement which recognizes exemplary faculty leadership in advancing the civic learning and engagement of undergraduate students.

During our eight year involvement, our campus has benefitted from our connection to ADP through the development of course work by individual faculty including IQL 101 America's Fiscal Future, ISPOSC 199: What is Politics?; ISPOSC 199: Citizenship and Community, SOC 390: Homelessness in NH and the U.S., ITW and IQL 101: Seven Revolutions, and, HS 499 Public Health. Numerous campus-wide programmatic initiatives such as "The Seven Billion Project," "Participating Candidates," "Constitution Day," and Campus Election Engagement projects in 2012 and 2016 were supported and sponsored by the ADP Steering Committee.

In the spring of 2012 the Keene State College ADP Steering committee clarified its purpose by developing and approving a "[Vision and Values](#)" Statement." As a result of the creation of the statement and recognition of the desire of KSC's ADP to better coordinate its mission, educational efforts, and increase its visibility, the Steering Committee put forth a proposal, which was accepted, for the 2013 Symposium for a theme centered on the notion of "the commons." In December 2013 Professor Dolenc traveled to AASCU to meet with the Central Office Staff of ADP. During this two-day meeting, all parties agreed to move forward with a new national initiative focused on economic inequality and Keene State College was offered the role as the lead campus. The national initiative was launched in January 2015 and consists of over thirty two-year and four-year colleges across the United States. Keene State College continues to play a prominent leadership role in the initiative.

Community Service Program

Community service (volunteerism) offers pathways for students to contribute to the common good through direct and indirect service, philanthropy, and advocacy. While students rarely expect or seek a return on their investment, community service contributes to their ongoing identity development, encourages critical thinking and problem solving, builds a sense of community and personal citizenship, as well as provides non-academic outlets to explore critical social issues and apply classroom learning.

Keene State College received a grant in 1992 that enabled hiring of a part-time staff member charged with developing an organized service program. At the conclusion of the grant in 1995, the college hired a full-time coordinator with administrative assistance. During this time a group of students founded the Student Volunteer Organization, now known as Circle K.

The first domestic alternative break occurred in 1993 and inspired the founding of KSC Habitat for Humanity, and the first international alternative break occurred in 2001--the alternative break program now involves more than 100 students each year with participants collectively giving more than 3,000 hours of service and engaging in more than 4,000 hours of education and reflection.

KSC Reads was founded in 1999 and continues today with a focus on literacy development for children aged birth-five years. The focus on emerging readers preceded but compliments needs outlined in the [Community Well-Being in the Monadnock Region](#) report and in the mission of [Impact Monadnock](#).

With support from President Jay Kahn and Cabinet, KSC Community Service Day began in fall 2012 as a day of service for faculty, staff, and students. In fall 2015 Community Service Day was moved to Welcome Days; all first year students now participate in this day of service aimed at introducing students to our mission, motto, and the concept of active citizenship through community identified service, thoughtful reflection, and leadership from peers and professional staff.

Service-Learning

Service-learning is an active learning practice that gives students direct experience with the issues they study. It enriches academic learning while providing connection and a tangible benefit for the community. Service-learning programs demonstrate the concept that giving back to the community is an important outcome of higher education and that working with partners in the community prepares students for citizenship, work, and a meaningful life.

In 2000 the KSC Community Service Office began exploring the expansion of service-learning on campus. Campus Compact training, funds and other grants supported a part-time service-learning coordinator, a faculty service-learning committee, and expanded training for faculty and community organizations. In 2006, Keene State collaborated with Antioch New England Graduate School and hosted an Academic Service Learning Summit to share and build upon the work of students, faculty, and local community partners. In 2008, the Center for Excellence in Learning and Teaching was established within Academic Affairs and included a full-time position focused on service-learning and undergraduate research. Due to changes in staffing and support, the visibility of this work has declined in recent years. While some faculty continue to include service projects in their courses, it is by individual preference, may change from year to year, and there is minimal use of the service-learning course designation. The current service-learning coordinator position integrates responsibility for internship management within career services and is based in Academic and Career Advising in the Student Affairs division.

RELATIONSHIP TO THE KEENE STATE COLLEGE STRATEGIC PLAN

The Civic Action Plan simultaneously follows from and contributes to the four goals of the [Keene State College Strategic Plan](#). First, implementation of the recommendations in this report will enhance Keene’s reputation as an institution that sees a strong relationship with the community as vital to a liberal arts education. In fact, civic engagement is one of Keene’s five College-Wide Learning Outcomes. Goal #1 of the institution’s strategic plan addresses a variety of related efforts including the establishment of an engaged learning requirement for all students (1.1.5), the increased engagement of students with diversity and multicultural perspectives (1.1.6), and the improved support and management of internship opportunities in the community (1.1.7). All of these efforts will be enriched by the establishment of a Center for Civic Engagement, one of the central proposals of this document. Second, civic engagement is one of the many critical ways that Keene can attract and retain students of all types by fostering interactions in the local community, the region, and the world (Goal #2). Third, civic engagement initiatives (especially those that involve collaboration) can attract interest and institutional investment from alumni and other donors (Goal #3).

Fourth and finally, our civic engagement efforts here can support the “Community and Culture” goal of the strategic plan (Goal #4). This goal reads, “Through a consistent practice of shared stewardship, Keene State College will strengthen its community, enrich its campus culture, and advance environmental sustainability.” Of all the goals, this is perhaps most profoundly relevant because it explicitly articulates the institution’s interest in advancing efforts to support community engagement. The plan indicates that Keene should “provide curricular and co-curricular experiences that foster commitments to civic responsibility, encourage civic engagement, and promote active citizenship” (4.2). The goal suggests the institution should interact with the organizations and

governments in the local community and region to “maximize potential opportunities, enhance mutual respect, and contribute to the vibrancy of the College and city” (4.3). Furthermore, it directs the college to “instill and communicate policies and practices that value and support environmental sustainability and improve the quality of life locally and globally” (4.5).

Each of these relationships with the Keene State College Strategic Plan bolsters our contention that a creative and bold Civic Action Plan will be beneficial to the campus. In addition to many other benefits, the plan will help the College accomplish many of the critical goals that are set in its own strategic planning document.

RELATIONSHIP TO THE KEENE STATE COLLEGE-WIDE LEARNING OUTCOMES

Keene State College’s Strategic Plan sets an objective to prepare a comprehensive, integrated academic and co-curricular plan that is guided by the College-Wide Student Learning Outcomes. Keene’s Academic and Co-Curricular Plan was established in 2015 and sets criteria for developing new programs and activities. These include consideration of whether a new program would help prepare students to live a socially responsible, engaged civic life – a focus which can equally apply to academic and co-curricular activities.

College-Wide Student Learning Outcomes (CWLO) were approved in 2015 and state that: “Regardless of major, by the time Keene State College students complete their undergraduate experience they develop critical thinking, creative inquiry, intercultural competence, civic engagement, and commitment to well-being that will serve them as active citizens and lifelong learners.”

The Civic Engagement learning outcome integrates knowledge, action, and ethical reflection. During the 2015-2016 academic year, a team of faculty, staff and students built the rubric which maps the Active Citizen Continuum with the Civic Engagement College-Wide Learning Outcome. (See table below.) The outcome was parsed into three components based on Bloom’s taxonomy: knowledge, skills to take action, and understanding of ethical dimensions. It is intended to be applied over the course of the student’s academic career at Keene State, with the expectation of a student’s growth and progression across the continuum.

In the spring of 2016, faculty in Education piloted the rubric with a class of 25 first year students. Students created an e-portfolio in which they documented and reflected on their experiences. A team of faculty and staff evaluated the portfolios and scored student achievement. As might be expected for first year students, a majority of the postings were assessed at the Member or Volunteer level for all dimensions of Civic Engagement, though they were slightly higher for the Take Action section. Students shared some meaningful discussion of activities that the assessment team did not expect to have as much impact, and this provided some ideas for future layering and expanding of civic engagement activities. This pilot only assessed one group of students during their first year at KSC but shed some light on the ways it can be effective to evaluate and understand student outcomes over a period of years. Like the other CWLO teams at KSC, efforts are being established to develop a process and assessment method that will include all students and extend over their full time at college.

<p align="center">Civic Engagement Learning Outcome Statement: Keene State College students will demonstrate knowledge of one or more social or environmental issues including relevant cultural, political and policy contexts; take action individually or collectively to address issues; and reflect on the ethical dimensions of civic engagement</p>				
	Member	Volunteer	Conscientious Citizen	Active Citizen
Student Description	<i>Not concerned with their role in social problems</i>	<i>Well-intentioned but not well-educated about social issues.</i>	<i>Concerned with discovering root causes; asks why?</i>	<i>Community becomes a priority in values and life choices.</i>
Demonstrate knowledge of one or more social or environmental issues, including relevant cultural, political, and policy contexts.	The student attends or participates in social or environmental engagement activities as a result of a course assignment or invitation or incentive but demonstrates little or no interest in the content.	The student identifies at least two social and/or environmental issues that are related to projects/ assignments/activities in which they participate.	The student interprets the relationship between at least two social and/or environmental problems and evaluates current solutions.	The student develops, proposes, and justifies plans to address social and/or environmental issue(s) and presents the proposal on campus, or at a conference, and/or publishes or completes an advanced project such as an independent study, capstone project, or Honors thesis on those issues.
Take action individually or collectively to address issues.	Participates in civic engagement activities as a result of a course assignment or invitation or incentive (such as extra course credit, T-shirt, refreshments, etc.) but demonstrates little or no interest in the content and no commitment to future action.	Participates in civic engagement activities intentionally, with some awareness of the issue(s) being addressed, but little or no awareness of root causes.	Takes action in a way that demonstrates awareness of root causes of social issues.	Takes action that demonstrates personal commitment to address root causes of social issues; demonstrates initiative in civic engagement activity (e.g., becoming a leader, taking personal action beyond what is expected or required).
Reflect on the ethical dimensions of civic engagement.	Shows little awareness of ethical issues related to civic engagement, or identifies an ethical issue but does not connect it to the student's own civic engagement activities.	Identifies at least one ethical issue and makes a basic connection between this issue and the student's own civic engagement activities.	Identifies one or more ethical issues related to civic engagement and demonstrates probing or sustained reflection on the relationship between this issue and the student's own civic engagement activities.	Identifies one or more ethical issues related to civic engagement and demonstrates insightful reflection on the relationship between this issue and the student's own civic engagement activities. Shows evidence of integrating this reflection beyond the immediate civic engagement activity, for example to other current activities, to future plans, or to public policy.

THE COLLEGE AS AN ACTIVE CITIZEN

Our exploration of civic engagement at Keene State College culminated in recommendations that, if adopted, would most effectively leverage our past success and our current strengths to take civic engagement work at the College to the next level.

As described earlier, the Active Citizen Continuum provides a framework to measure change in a student's understanding of and commitment to civic engagement. As our workgroup discussions progressed we began to see the potential for mapping our institution (broadly as well as at division, school, department and program levels) utilizing a modified Active Citizen Continuum that considered Keene State College as an active citizen in our community.

In a community the size of the City of Keene or even within the Monadnock Region, an organization the size of Keene State has a significant impact on the community's economy, not just in terms of the number of employees and the wages/benefits offered, but how and where we do business in the community. We also recognized Keene State's responsibility as a "steward of place" within its role as a regionally located institution. We have embraced Keene State's role as a public higher education institution for the common good and have adopted the Active Citizen Continuum to create a rubric against which a variety of facets of the institution can measure organizational progress towards active citizenship.

The following pages outline our adaptation of the continuum with consideration for the history and evolution of current initiatives and culture.

ORGANIZATION-LEVEL APPLICATION OF THE ACTIVE CITIZEN CONTINUUM

	Member	Volunteer	Conscientious Citizen	Active Citizen
Organizational Description	<i>Although different individuals throughout the organization might share a common purpose or values, there is no coordinated effort and little (if any) awareness of similar work being done by other individuals in the organization.</i>	<i>The efforts of different individuals throughout the organization are coordinated around a common purpose or values and that coordination contributes to greater awareness of the work being done within the organization. Although efforts are coordinated, the absence of dedicated staffing means that the successes of individual initiatives are often personality driven.</i>	<i>Institutionally supported work around shared values and a sense of purpose extend beyond the boundaries of the campus and integrate community engagement beyond curricular and co-curricular work with our students. The organizational entity models effective civic leadership in the community.</i>	<i>Community impact becomes integral throughout organizational values, initiatives, programs and policies. Outreach beyond the formal institutional borders.</i>
Examples	For example, Dalton State (GA) recognizes civic engagement in their mission , but their programs are only connected by a website and the focus is on community service and does not include other dimensions of civic engagement and is concentrated on local connections.	For example, the American Democracy Project work being done at KSC is guided by the efforts of a volunteer Steering Committee and a limited budget. Currently, efforts to coordinate with Service-Learning and Community Service happen only incidentally.	Georgia College is the Public Liberal Arts institution whose mission and values clearly articulate civic engagement goals. The Office of Academic Engagement offers a variety of educational opportunities to students that focus on civic engagement in the local community connected to the student’s academic interests and provides an Experiential Transcript.	Illinois State University highlights “public service” in the University’s mission . This commitment comes to life in their Center for Community Engagement and Service-Learning which works with faculty, staff and students to offer support, training and service-learning opportunities in a variety of the dimensions of civic engagement and works to make Illinois State a socially responsible institution.

MEMBER

Description

An institution at the Member level of the Active Citizenship Continuum is present in the community and may espouse the value of local service. However, civic action is often initiated by outside influence or by individuals within the institution who are driven by personal rather than institutional commitment. Keene State has a history of stewardship within the Monadnock region and there are many examples of interdependence over the 100 plus year history of the College. As an institution that occupies a significant area of “tax free” land within the City, the administration recognized the need to support City services and developed articulation agreements for police, fire and other municipal services. Although here has never been a Center for Civic Engagement on campus, civic engagement is a consistent thread in the legacy of the College. KSC has never been simply a “member” of the Keene and Monadnock region communities.

VOLUNTEER

Description

An institution at the Volunteer level of the continuum focuses on the efforts of different individuals throughout the organization who are coordinated around a common purpose or values. Civic engagement work at Keene State College has functioned at this level for many years. We have accomplished a great deal and brought forth regional as well as national recognition to the College for our efforts. Although it has worked well to launch new initiatives, this approach tends to be personality-driven and the sustainability of the initiative is an ongoing concern.

Structure/Current Resources

- American Democracy Project volunteer Steering Committee.
- Civic Engagement College-Wide Learning Outcomes volunteer work group pilots of student portfolios with Institutional Research.
- The American Democracy Project has a modest budget within academic affairs to support programming and professional development.
- Courses involving civic engagement are offered but there is little or no connection between the courses for faculty or students.
- Staff positions focus on community service, service-learning and internships within Student Affairs.
- Assessment of student development through the National Survey of Student Engagement.

Current Practice

- Community Service staff/ Student Involvement coordinate local volunteer opportunities for student organizations and individual students.
- Community Service staff/ Student Involvement manage student service trips such as Alternative Break.
- Service-Learning and Internship office assists faculty and community partners with service-learning course work, focusing on service assignments and projects with local non-profit organizations.
- Service-Learning and Internship staff/ Academic and Career Advising coordinate internship opportunities as hands-on learning practices, building student understanding of the role of organizations and businesses within the community.

- American Democracy Project (ADP) builds and sponsors opportunities for students to gain experience in deliberative dialogues related to economic inequality, community health, citizenship; partnerships include Healthy Monadnock 2020 Living Wage initiative and the Keene Housing Kids Collaborative.
- ADP sponsors and coordinates politicians' visits, voting rights activities, conference attendance and participations, related trips and events.
- ADP focuses on increasing student voter registration and participation in elections.
- Classes taught by committed faculty support initiatives and engage students in experience and understanding of various social, political, environmental, economic topics.
- KSC ADP faculty and staff lead the national AASCU initiative and Teagle funded blended learning course on economic inequality.
- Partner with local colleges for regional Student Summits.

Additional Possibilities with Current Structure

- Select working definitions to clarify the meaning of civic engagement and related terms.
- Designate course delivery methods as including service-learning or civic engagement activities.
- Create a tool to help departments evaluate their place on the continuum and set goals for movement.
- Set up a process to waive fees for partner organizations to use some campus facilities without requiring a college staff sponsor.
- Increase number of service-learning opportunities through use of Service-Learning Gift Fund.

Benefits/Outcomes

- Improved understanding of civic engagement and related terms may broaden its application.
- Support will be available to KSC individuals, departments, and partners that choose to make and maintain connections.
- Departments and programs can assess their current practices and set goals both toward meeting the College-Wide Learning Outcome of Civic Engagement for students, and evaluate civic involvement at a program level.

Costs

- Marketing plan to promote defined civic engagement activities and use of assessment and reporting tools.
- Compensate student assistants for service-learning connections.
- Staff support for department goal setting activities.
- Possible loss of revenue by making space more accessible to partners.

CONSCIENTIOUS CITIZEN

Description

We believe that the next stage in the evolution of organizational efforts on campus is the “Conscientious Citizen” level in our modified framework. At this stage, an initiative is allocated a formal line in the budget, typically gets an identifiable ‘space’ on campus (which raises visibility of the institutional commitment to the work), and eventually acquires dedicated staffing.

We contend that this is the level which an initiative is formally institutionalized. While we recognize that many programs build extended histories and track records without advancing to this stage, we conclude that this evolution is an important step in the maturation of a successful initiative that we value as a campus.

In the context of our exploration of civic engagement, this is the logical next step in the civic engagement work at Keene State College. There is strong evidence to support the claim that this is the level that would be minimally necessary to remain “Carnegie Compliant.” Our Carnegie classification as a civically engaged campus appears to be an anomaly since we are the only campus in the cohort that lacks a civic engagement center. We fear that a reliance on this anomaly will likely jeopardize our future status in this classification.

Recommended Structure

- The “Center for Civic Engagement” is led by a Faculty member with a two course release to provide leadership to the Center in the role of “director.”
- The director coordinates civic engagement work on the campus of the American Democracy project, the civic engagement college-wide learning outcome work group, community service, service-learning and internship staff.
- The Center and Director have designated support staff.
- The Center has a sustainable budget for campus-wide programming and faculty/staff development.
- The Center and Director are the designated contact for ADP, Campus Compact, Carnegie and other civic engagement organizations.
- Development of courses with a civic engagement theme.
- Other advisory groups continue (ADP Steering Committee, Community Partner Advisory Board ...).

Resources Needed

- Commitment of financial resources for a director, programming and professional development funds.
- Designated staff support time.
- Continuous communication with campus constituencies to promote the Center.

Additional Possibilities with Recommended Structure

- Create a strategic marketing strategy to regularly promote civic engagement through campus publications.
- Revise and promote the service-learning course designation. Provide professional development for faculty and professional advisors to identify and promote these courses.
- Create ISP sets of themed civic engagement courses.
- Expand the civic engagement e-portfolio, pilot this with a set of students over a longer period of time.

- Seek external grant funding to support community engagement efforts including a sub grant program that would incentivize new efforts.
- Revise policies, procedures and practices using a civic engagement/justice lens.
- Continue to grow the Community Partner Advisory Board and its visibility.
- Establish a shared multi-use space with room for meetings/trainings and connection making available to anyone in the community.
- Increase student and faculty leadership and development related to civic engagement, for example faculty and student fellows.
- Review and address barriers to ethical engagement including risk management, transportation, student readiness, etc.
- Invest in a functional tool to increase civic action communication, collaboration, tracking, and assessment.

Benefits/Outcomes

- Enhanced coordination of civic engagement goals, programming and professional development.
- Establish relationships with local and state legislatures.
- Improved assessment.
- Effective and consistent networking with on and off campus constituencies, organizations and business.
- Consistent curricular presence.
- Sustainability of Carnegie Classification.
- Potential for fundraising for civic engagement.

Costs

- Evaluate and purchase data collection tool, include subscription as an ongoing budget item.
- Financial support for staffing and programming.

ACTIVE CITIZEN

Description

Once established, the most advanced stage of development we envision is a Center in a dedicated space with staffing appropriate to enhance civic engagement on campus through consistent and purposeful curricular and co-curricular initiatives. Ideally, the Center would become a regional hub of civic engagement work, connecting with local community resources and with related centers across the northeast. We recognize the multitude of civic engagement organizations on campuses, within our state and within New England and believe there is a more powerful way to leverage the connections and synergies with these groups to have a much greater impact, but we believe this is not possible without a more advanced internal support structure.

An advanced center would allow more careful consideration of KSC's role as an anchor institution within the Monadnock region and the development of plans to realize this opportunity.

At the Active Citizen level, we foresee an organization that is financially sustainable with the support of campus funding and one that can cultivate outside funding through sponsors and grant work.

Recommended Structure

- The Center for Civic Engagement would be centrally located in a physical space on campus with high visibility.
- The Center would be staffed by a full-time Director and support staff.
- Community service, service-learning, and internship staff would report to the Director.

Resources Needed

- Identification of a physical space and resources to renovate and sustain the space.
- Funding for director and full-time support staff.
- Continuous communication with campus constituencies to promote the center.

Additional Possibilities

- Invest in thoughtful recognition for documented engagement given to faculty, staff, students, and partners for engagement across the continuum
- Create a Civic Engagement Minor
- Increase and incentivize courses that teach "active citizenship skills" i.e. activism, organizing, philanthropy, grant-making, policy making, deliberative dialogue, leadership, diversity etc. --consider a civic engagement certificate or minor, add a civic learning course designation
- Create incentives to increase involvement in community engagement for students, staff/faculty, partners
- Increase financial support for engagement, for example a scholars program
- Promote post-graduation service year programs and consider matching the Segal Ed Award
- Hire a coordinator for community partnerships to handle recruitment, retention, risk management, recognition etc.
- Create a clear path for community members to more effectively partner with Keene State College for example comprehensive web edits, streamlined paperwork, MOU's, etc.
- Create infrastructure to carry out recommendations that tasks specific people and offices with responsibility to foster change.
- Grow and sustain funding to protect high impact community engagement activities like international alternative break, community based research, and service-learning through major gifts campaign.
- Work with administrators and the cabinet to incorporate an "anchor institution mission."
- Provide the opportunity for a civic engagement experience for every student (Strategic Plan 4.2.1).

Benefits/Outcomes

- Coordination with other Civic Engagement Centers regionally and national.
- Higher visibility presence on campus, in the local region and with potential funders.
- Enhanced integration of civic engagement in curricular and co-curricular initiatives.

Costs

- Funding for space and staff, including a community partner coordinator.

TIMELINE/ACTION STEPS FOR CREATION OF CENTER FOR CIVIC ENGAGEMENT

Assess Current Status, Identify Baseline Data on Civic Engagement - FALL 2017			
Action Step	Person(s)/Office(s) Responsible	Outcomes	Assessment
Establish CAP implementation work group.	President	<ul style="list-style-type: none"> Working group established and charged with completion of preliminary actions required for establishing KSC's Center for Civic Engagement (CCE). 	
Move forward with adoption of CAP definitions. Survey campus and community on definitions related to CE.	Civic Action Implementation Work Group (CAIWG)	<ul style="list-style-type: none"> Achieve college-wide consensus on definitions of key CAP terms. 	<ul style="list-style-type: none"> Conduct a survey of the campus to identify consensus on definitions of civic action.
Evaluate barriers to civic engagement: <ul style="list-style-type: none"> Oversee an external review of civic engagement. Survey campus and community benefits of and barriers to civic engagement. 	CAIWG	<ul style="list-style-type: none"> Report by external reviewer on KSC's civic action strengths and challenges Set of recommendations for addressing civic action challenges, moving forward on continuum. 	<ul style="list-style-type: none"> External review Survey campus and community benefits of and barriers to civic engagement. Compare external review results to campus and community survey.
Review existing data related to student civic engagement - NSSE, annual reports, service hours, course designation.	CAIWG	<ul style="list-style-type: none"> Related data sources and baseline data established. Set goals for increasing civic engagement among students, faculty, and staff. Set goals for increasing attendance and participation in service-learning and civic related events. 	<ul style="list-style-type: none"> Review of the National Survey of Student Engagement to obtain baseline measures of civic action. Review of departmental annual reports to assess the current level of civic engagement in curricular and co-curricular activities. Review of documentation of student service-learning hours and event attendance records for student attendance and participation.

Development, Proposal, and Approval: Mission, Goals, and Structure of Center - SPRING / SUMMER 2018			
Action Step	Person(s)/Office(s) Responsible	Outcomes	Assessment
Explore potential models (structure & financials).	CAIWG, President's Cabinet	<ul style="list-style-type: none"> Proposed models are evaluated and submitted to Cabinet for match to KSC's goals and resources. 	
Generate mission and goals of Center.	CAIWG, President	<ul style="list-style-type: none"> CCE mission and goal statements will be developed and approved. 	<ul style="list-style-type: none"> Mission and goals circulated among stakeholders for feedback.
Review related staff PDQ's and develop PDQ for Director.	CAIWG, President, related Directors, Human Resources	<ul style="list-style-type: none"> Identify current staff responsibilities and workload related to civic engagement. Propose Director and revised staff PDQs. Align current staff to support newly established goals and mission. Designate administrative support and professional staff for center. 	
Make final recommendations to Cabinet	President, President's cabinet	<ul style="list-style-type: none"> Set of final CAP recommendations with cost estimates 	
Establish Center budget.	President, President's Cabinet	<ul style="list-style-type: none"> CCE budget for FY19 in place. CCE budget includes sustainable support for programs and staff. 	
Search for and appoint Interim Director, provide course release.	President, CAIWG	<ul style="list-style-type: none"> Appoint CCE Director. 	
Name the Center.	President, CAIWG	<ul style="list-style-type: none"> Center for Civic Engagement is established, named, and will begin operations Fall 2018. 	

Opening, Marketing, Initial Actions of the Center for Civic and Engagement- FALL 2018			
Action Step	Person(s)/Office(s) Responsible	Outcomes	Assessment
Opening of Center.	President, CCE staff	<ul style="list-style-type: none"> • Students, faculty, staff, and community are aware of the CCE's purpose and make use of resources. 	
Establish standing Civic Engagement Committee (CEC) comprised of faculty, staff, and community partners to support CCE.	President, Faculty Senate, PAT Council	<ul style="list-style-type: none"> • Increased buy-in, participation by campus community in CCE efforts. • Improved CCE decision-making. 	
Create a strategic marketing strategy to regularly promote civic engagement.	CCE Director, CEC, Vice President for Marketing and Communications	<ul style="list-style-type: none"> • Increased awareness of civic engagement activities among students, faculty, staff, and the community. • Increased attendance/participation in activities. 	<ul style="list-style-type: none"> • Monitor attendance and participation in civic engagement activities on campus.
Designate Center and Director as the primary contact for ADP, Campus Compact, Carnegie and other civic engagement organizations.	President, President's Cabinet, CCE Director	<ul style="list-style-type: none"> • Increased utilization of external civic engagement organization resources. • Increased responsiveness to requests made by such organizations. 	
Clarify role of Community Partner Advisory Board.	CCE Director, CEC, Community Service Coordinator, Director of Sponsored Projects and Research	<ul style="list-style-type: none"> • Improved campus/community relations communication, and joint civic action initiatives. • Joint KSC/community civic action initiatives. 	<ul style="list-style-type: none"> • Review college/city commission reports and conduct a survey of the community. • Survey Community Partners to assess their interest and perceived role of the CPAB.

Opening, Marketing, Initial Actions of the Center for Civic and Engagement – FALL 2018			
Action Step	Person(s)/Office(s) Responsible	Outcomes	Assessment
Coordinate revision and promotion of service-learning course and/or civic engagement designation.	CEC, Provost, Service-Learning Coordinator	<ul style="list-style-type: none"> • Faculty are aware of and encouraged to use new course designations. • Increase in the number of courses with service learning and/or civic engagement designation. • Increase student opportunities for service learning. 	<ul style="list-style-type: none"> • Review of the usage of the current course designation to assess the number of courses and hours of student engagement with service-learning in or out of the classroom. • Evaluate number of courses with Service-Learning or Civic Engagement designation.
Collaborate with ISPC to create sets of civic engagement themed ISP courses that serve as pathways through ISP.	CCE Director, CEC, ISP Director	<ul style="list-style-type: none"> • Creation of civic engagement themed paths through ISP. • Advancement of students across Active Citizen Continuum. 	<ul style="list-style-type: none"> • Review impact of themed pathways and civic engagement opportunities through ISP.
Evaluate the implementation of the civic engagement e-portfolio, coordinate an expanded pilot study of this with a set of students.	CCE Director, CEC, CWLO Steering Committee	<ul style="list-style-type: none"> • A report on the feasibility of e-portfolio expansion based on findings from pilot study. • Identify methods to document Advancement of students across Active Citizen Continuum. 	<ul style="list-style-type: none"> • Implement a pilot study of e-portfolios to evaluate combined college-wide learning outcomes.
Evaluate feasibility of establishing a shared multi-use space with room for meetings/trainings and connection making available to anyone in the community.	CCE Director, CEC, Community Service Coordinator	<ul style="list-style-type: none"> • A process for opening shared space to the community. • Improved partnerships with community and positive perception of KSC as an active resource to the community. 	

Moving Beyond Institutional Borders – SPRING 2019			
Action Step	Person(s)/Office(s) Responsible	Outcomes	Assessment
Identify and promote extramural grant funding opportunities related to civic engagement.	CCE Director, CEC	<ul style="list-style-type: none"> Updated listing of funding opportunities for civic action activities. 	
Support faculty/staff seeking grant funding for civic engagement activities.	CCE Director, CEC, Director of Sponsored Projects and Research	<ul style="list-style-type: none"> Submission of extramural grant proposals for civic action activities. Grant-funded civic action activities. 	<ul style="list-style-type: none"> Evaluate use of funds in partnership with SPR.
Propose means of addressing barriers to ethical engagement including risk management, transportation, and student readiness.	CCE Director, CEC, Provost, Vice President for Student Affairs and Enrollment Management	<ul style="list-style-type: none"> Identify barriers to civic engagement. Recommendations and action plan to address remaining barriers to civic action and community engagement. 	
Invest in a functional tool to increase civic action communication, collaboration, tracking, and assessment.	CCE Director, CEC, Vice President for Student Affairs and Enrollment Management	<ul style="list-style-type: none"> Identify measurement instruments for campus/community impact of established civic action activities and initiatives. Improved campus-wide coordination of civic action activities. Improved assessment of impact of civic action initiatives. 	<ul style="list-style-type: none"> Continuous tracking of civic engagement work: time spent and impact.
Coordinate a revision of KSC policies, procedures and practices using a civic engagement/justice lens.	CCE Director, CEC, President, President's Cabinet, Faculty Senate, PAT Council	<ul style="list-style-type: none"> Generation of a set of revisions of policies, procedures, and practices. Revision approvals by appropriate governing body(ies). 	<ul style="list-style-type: none"> Review and assess the impact of any revisions of policies, procedures, and practices.
Create a clear path for community members to more effectively partner with Keene State College for example comprehensive web edits, streamlined paperwork, MOU's, etc.	CCE Director, CEC, Vice President for Marketing and Communications	<ul style="list-style-type: none"> Increased community member requests to partner with KSC. Increased community/KSC partnerships. 	<ul style="list-style-type: none"> Review and assess the number of community member requests to partner with KSC, and actual partnerships.

COMMUNICATION PLAN

Effective and careful communication will be critical to success as we move through the process of finalizing, implementing, and assessing a Civic Action Plan. We offer the following recommendations regarding communication:

- Provide a meaningful opportunity for members of the campus community to comment on the CAP prior to its final approval.
- Seek collaboration with related constituencies while moving forward with tasks outlined in the CAP.
- Work with KSC Marketing and Communications to develop a strategic marketing plan for the Center and civic engagement activities.
- Employ public channels of communication to regularly celebrate the work and review the benefits that will be realized by students, the campus, and the community as a result.
- Create KSC Civic Action web pages that present the history of this effort, a discussion of its benefits, the final CAP, and any timelines or progress reports regarding the work so that people have access to current information.
- Designate a single person or office to serve as the primary contact point for communication with the campus and local community regarding any questions or concerns about this effort; the contact information for this person or office should be shared broadly and also included on the web pages.
- Make budgetary commitments to establishing and sustaining the Center for Civic Engagement transparent

CONCLUSION

Campus Compact encouraged participants to “go bold” and the Planning Committee has embraced that philosophy while also remaining cognizant of the College’s current fiscal constraints. This balanced approach has created a plan, based on the frame of Active Citizen Continuum, to move the campus process forward in the creation of a Center for Civic Engagement. Each phase of the plan will be undertaken with measured, purposeful steps and assessment designed to inform and enhance each stage of the process. The Planning Committee has also integrated steps forward to ensure that the efforts of the volunteers to achieve national recognition for work including ADP Recognition/leadership Carnegie Classification are not lost. The creation of a Center will become a hub of energy, enthusiasm, and expertise around Civic Engagement and will have the capacity to provide support for curricular and co-curricular initiatives as well as building and sustaining connections to the community of the Monadnock Region.