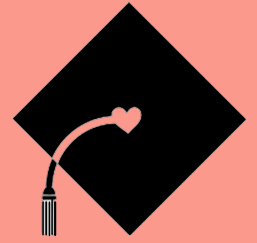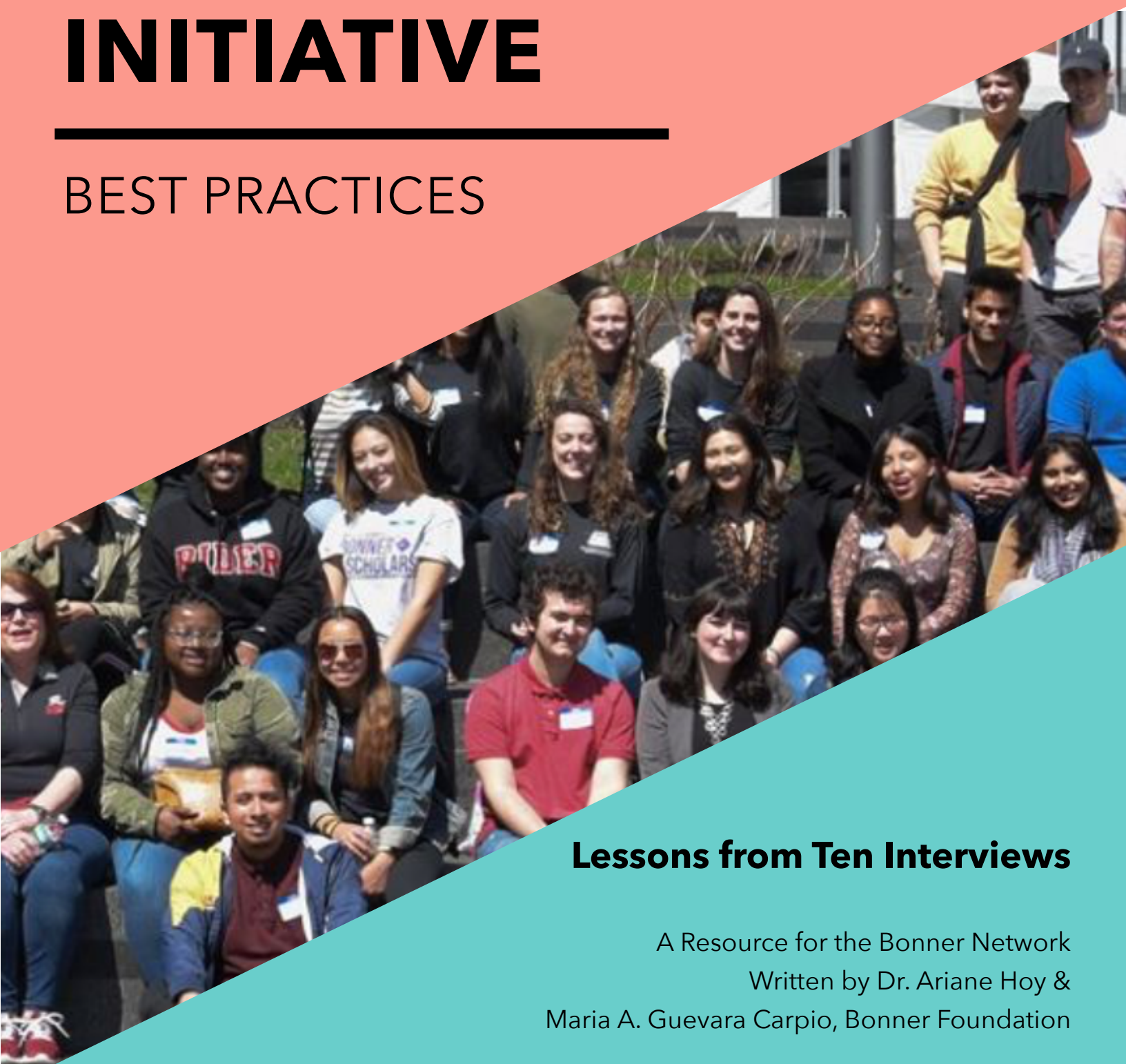# COMMUNITY ENGAGED LEARNING INITIATIVE

BEST PRACTICES

Lessons from Ten Interviews

A Resource for the Bonner Network
Written by Dr. Ariane Hoy &
Maria A. Guevara Carpio, Bonner Foundation

Community Engaged Learning Initiative

T his short monograph features best practices and wisdom drawn from interviews with lead administrator and faculty members from ten institutions involved in two years of the Bonner Community-Engaged Learning Initiative. Our intention, from this short summer research project, was to begin to gather and distill many of the important and effective strategies that campus teams have employed to drive and deepen community-engaged learning across their campuses and to work more deeply with community constituents to address issues.

Our interview process has served as a foundation for a future volume in which we hope to discuss these lessons in the context of the broader scholarship of the fields of community engagement and higher education. In that volume, we envision an inspiring set of case studies from campuses across the Bonner Network that have been involved in this initiative. You may learn more about the campuses and read profiles of their work on the Bonner Foundation's website under Community-Engaged Learning.

Campuses Involved in the Bonner Community Engaged Learning Initiative

Allegheny College
Averett University
Bates College
Berea College
Brown University
Capital University
Christopher Newport University
College of Saint Benedict/St. John's University
Colorado College
Edgewood College
Kentucky Wesleyan College
Lindsey Wilson College
Mars Hill University

Maryville College Montclair State University
Morehouse College
Rutgers University - New Brunswick
Sewanee – University of the South
Siena College
Stockton University
University of North Carolina - Chapel Hill
University of Lynchburg
Wagner University
Washburn University
Washington & Lee University
Widener University

Acknowledgements

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- Kevin D. Chapman Assistant Director at Bonner Office of Community Service at Morehouse College
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- Cindy Ferguson, Director of Center for Community Engagement at University of Lynchburg
- Sharon Foreman, Associate Professor of Sociology at the University of Lynchburg
- Amy Gilliland, Director of Community Engagement at Maryville College
- Ted Gordon, Professor at Sociology at College of Saint Benedict and Saint John's University
- Ruth Kassel, Associate Director of Academic Integration at Siena College
- Todd Kelshaw, Associate Professor of Communications and Co-Director of the Community-Engaged Teaching and Learning Fellows program at Montclair State University
- Andrew Mountcastle, Assistant Professor of Biology at Bates College
- Bryan Murdock, Director of the Center for Community Engagement at Montclair State University
- Deborah Myers, Director of the Center for Community Engagement at Mars Hill University
- LaShanda A. Patton, Assistant Director of Civic Engagement at Widener University
- Lauren Paulson, Assistant Professor at Allegheny College
- Ann M. Peiffer, Associate Professor of Psychology at Mars Hill University
- Darby Ray, Director of the Harward Center at Bates College
- David Roncolato, Director of Civic Engagement and Professor of Community and Justice Studies at Allegheny College
- Allison Schultz, Director of the Center for Academic Community Engagement at Siena College
- Ariane Schratter, Professor of Psychology, at Maryville College
- Adria Welcher, Associate Professor and Academic Program Director of Sociology and Director of General Education at Morehouse College
- Wilbur Whitney, Director of Bonner Office of Community Service at Morehouse College
- Adia Zeman Theis, Assistant Director of the XPD at the College of Saint Benedict and Saint John's University

Best Practices from the Community Engaged Learning Initiative

A key goal of the Bonner Foundation is to support campuses in the national Bonner Network to make community engagement deep, pervasive, and integrated campus-wide. To promote this aim, the Bonner Foundation has organized a number of special initiatives. The Bonner Community-Engaged Learning (CEL) Initiative, launched in 2019, was designed to support campuses working to scale community-engaged learning and to support important institutional change initiatives, including integrative pathways.

Since 2019, twenty-seven institutions have participated in the CEL Initiative. Each has relied on the leadership of a key administrator and faculty partner, who have crafted a vision and strategy for their campus and community work. These leaders have enlisted other faculty, community partner, and student leaders in a variety of innovative projects. They have created and connected with intriguing "*Communities of Practice,*" engaging faculty in the process of building and sustaining relationships with community partners and creating course-based projects. They have also worked on vital institutional change projects, such as clarifying campus language, developing course tracking platforms and designators, studying and drafting supportive tenure and promotion policies, and expanding certificates, minors, and majors. Many have worked on community-driven projects that emphasize place and engage faculty, staff, and students in working with partners on education, health care, racial justice, and other issues.

In the summer of 2021, Foundation staff sought to take a closer look at the successful strategies employed by campus teams in order to identify and distill best practices. We have utilized principles of qualitative research in this process. An outstanding Bonner Alum and full-time summer intern, Maria Guevara Carpio, and Ariane Hoy, Vice President, have led this project. Given the enormous scope and complexity of the campuses and their projects, we narrowed our focus to involve the lead administrator and faculty from ten institutions who have been involved in the Bonner Community-Engaged Learning Initiative for two years and whose work has aspired to create a foundation for campus-wide curricular change.

We sought to better understand and describe five major themes related to the campus teams' work: (1) faculty development and engagement; (2) relationships with community partners and how they are influencing faculty work in particular; (3) strategies for campus-wide student engagement and leadership in community-engaged learning; (4) strategies for fostering collaboration with senior leaders and aligning work with broader institutional priorities; and (5) effective (and ineffective) linkages with diversity, equity, and inclusion work as a key institutional priority. This research brief shares initial insights from our learning.

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Executive Summary of Best Practices

In the pages that follow, best practices are highlighted for each of the following themes within the work. Within the narrative, campus examples are included, as well as quotes from administrator and faculty respondents. Below is a summary of those themes.

Faculty & Staff Engagement

- Leverage the influence of respected faculty to wield change and influence senior leaders

- Recognize and leverage the authority and expertise of experienced administrators

- Build developmental cohort where faculty learn and gain skills

- Train faculty on service learning and reciprocal relationships with community partners

- Recruit and support younger faculty

"I want to establish a more direct contact or more direct collaboration and connection with the service learning faculty, because I feel like that is going to take us…to the next level for service learning and civic engagement."
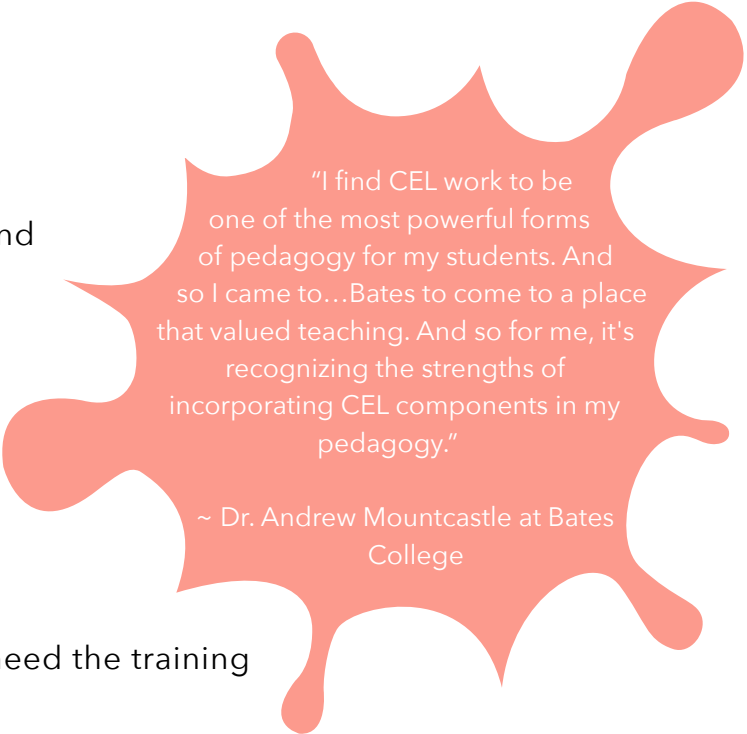
~ LaShanda Patton at Widener University

Community Partners

- Allow partners to define the projects and needs of the community

- Move from a transactional relationship to a transformational relationship and structure

- Practice a philosophy of truth and reconciliation with key community constituents

- Involve partners as co-educators

Student Engagement

- Student engagement must be co-curricular and curricular

- Students, community partners and faculty balance one another

- Leverage students leaders to promote authentic work and lead on Diversity, Equity, and Inclusion (DEI) initiatives

- Students are eager to do the work, but they need the training

"I find CEL work to be one of the most powerful forms of pedagogy for my students. And so I came to…Bates to come to a place that valued teaching. And so for me, it's recognizing the strengths of incorporating CEL components in my pedagogy."

~ Dr. Andrew Mountcastle at Bates College

Working with Senior Leaders

- Know and thoughtfully navigate institutional hierarchies

- Engage faculty and administrators as allies

- Explore institutional links between community engagement and DEI

- Build partnerships and projects around DEI in the community, not just on campus

- Align the continuum of service experiences with DEI

- Be mission and place driven, not transactional

Diversity, Equity, & Inclusion

- Provide intentional, developmental education and training to all stakeholders

- Engage faculty and administrators as allies

- Explore institutional links between community engagement and DEI

- Build partnerships and projects around DEI in the community, not just on campus

- Align the continuum of service experiences with DEI

- Be mission and place driven, not transactional

Faculty & Staff Engagement

Each year, the Bonner Network convenes administrators and faculty from across its national network of more than 65 colleges and universities to learn from each other and share best practices.

Forging genuine collaboration and long-term friendships between administrator and faculty leaders has proven to be one of the most effective and rewarding aspects of this work. In interviews, administrators and Faculty Leaders shared several key insights, found below. Inherent in their strategies was a strong understanding of academic and institutional culture, and how to best navigate it at their respective institutions.

Effective Strategies and Advice

- **Leverage the Influence of Respected Faculty to Wield Change and Influence Senior Leaders:** Most of the respondents across institutions suggested that they recruited well-respected faculty, especially for leadership or fellowship roles. Leveraging these veterans to train and engage other faculty peers and influence senior leaders can be effective. Dr. Ann M. Peiffer, Associate Professor at Mars Hill University, has learned from her experiences that it is critical that these faculty"are well-respected on campus and are seen as a not only team players with faculty, but can be seen as a coach by other faculty members." She added it's helpful to seek humility, someone "whose willing to say, I don't know everything."

- **Recognize and Leverage the Authority and Expertise of Experienced Administrators:** Furthermore, interviewees highlighted and praised the roles played by experienced administrators and staff and the importance of recognizing their contribution. Often, they bring their CEL

expertise, connections with the community partners, and experiences on working with students and multiple stakeholders. Several faculty fellows credited their administrator partners with teaching them the pedagogy. However, interviewees indicated that they understand institutional disparities between the leverage of faculty versus staff members. They strategize behind the scenes about their work across the institution.

- **Build Developmental Cohort Where Faculty Learn and Gain Skills:** Most institutions have found building a cohort model to be effective when recruiting and training faculty to integrate CEL into their curriculum and work. As Todd Kelshaw, Professor of Communications at Montclair State explained, a multiyear model supports faculty to address complex challenges and ensure that work is done in an ethical and professional way. Amy Gilliland, Director of Community Engagement, and Dr. Ariane Schratter, Professor of Psychology, at Maryville College praised the cohort model. During the first year, Schratter and Gilliland explained, faculty learned together about community engagement, the Bonner Foundation, and how to implement community-engaged projects in a course. During the second year, as more advanced faculty, they dove into the impacts of community engagement on diversity, equity and inclusion and the institution. Like Maryville, Siena has developed a three-tiered developmental model for faculty, where advanced faculty focus on institutional change. Allison Schultz, Director of Academic Community Engagement noted that the ACE team hopes that these faculty veterans may help in the slow shift of culture and rewards within departments.

- **Train Faculty on Service Learning and Reciprocal Relationships with Community Partners:** Teaching faculty about building and sustaining reciprocity in community-engaged work occurs over multiples years. Dr. Adria Welcher, Associate Professor and Director of General Education at Morehouse College, found that holding a series of workshops with staff like Dr. Monty Whitney and Kevin Chapman of the Bonner Center helped faculty learn about the different types of service learning, what it means to have a reciprocal relationship with community partners, and how projects can link with academic outcomes. Dr. David Roncolato, and Dr. Lauren Paulson at Allegheny College discussed their practice of holding monthly community meetings with faculty, community partners, and other stakeholders. They shared literature from the field, resources from the Bonner Foundation curriculum, and other sources to discuss best practices. This enabled partners and others to "call out" instances of not using best practices and learn together.

- **Recruit and Support Younger Faculty:** At many institutions, existing policy or cultural barriers and the demands of community-engaged learning make recruiting younger faculty challenging. This is changing. For instance, at Bates College, younger faculty are arriving with experience and eager to do this work. These "Next Generation" scholars (often of color) won't wait. Darby Ray, Director of the Harward Center, explained how it can be beneficial to integrate CEL at early stages of a faculty career.

Community Partners
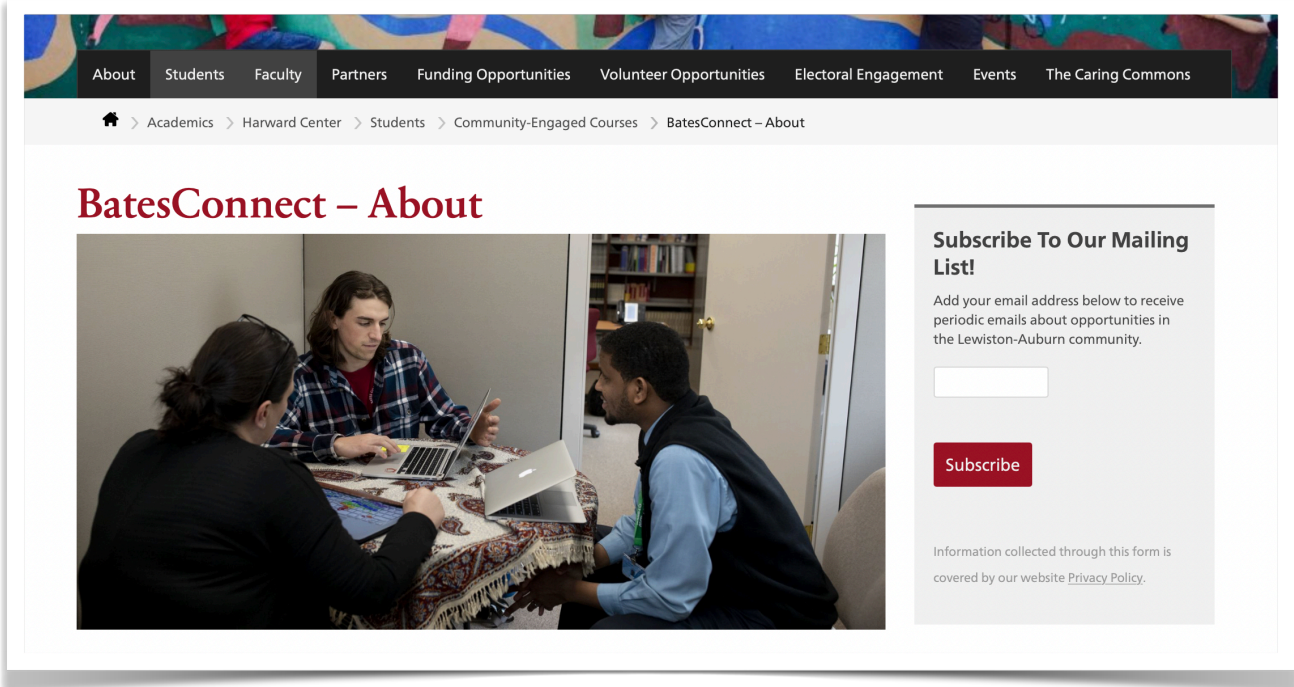
With support from the Bonner Foundation, Harward Center staff collaborated with Bates professor Andrew Mountcastle (Biology), as well as IT colleagues from the College, to develop an online platform – BatesConnect – that gives local K-12 teachers easy access to educational resources created by Bates students. These resources are typically created by students as part of their coursework and take a variety of forms.

Community-driven work is transformational, and developmental, for all involved. Administrators and Faculty Leaders shared the best strategies to engage with community partners in community-engaged learning in a way that is sustainable and transformational for communities, community partners, students, staff, faculty and other stakeholders involved. What particularly stood out in administrator and faculty comments, though, was how much deep, sustained relationships with community partners and constituents had changed them personally and changed the way they go about their own work, research, teaching, and even long-term career and personal aspirations.

Effective Strategies and Advice

- **Allow Partners to Dictate the Projects and Needs of the Community:** Many of the administrators and faculty indicated that they are engaging community partner organizations and individual community members in defining the needs of the community and the direction of the various projects through planning and practicing collective impact. As Ted Gordon, Professor at College of Saint Benedict and Saint John's University, proposed "What if the class is centered around working with the community partner to address a problem they've identified?"

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- **Move from a Transactional Relationship to a Transformational Relationship and Structure:** In many instances communities have not been in reciprocal relationships with institutions, faculty, or students. Students and faculty members have learned tremendously from their experiences working with the community, but at times this learning involves challenges in moving beyond causing harm or perpetuating oppressive social structures. Bryan Murdock, Director of the Center for Community Engagement at Montclair State University, suggested it is key to look for a partnership "that's going to not just be transformative for their students, but…for the community and the community organizations that we serve." To do so, students and faculty need to learn about the importance of a reciprocal relationship and how to give and collaborate in a sustainable way. The Bates College team suggested that newer and young faculty are eager to continue this work in a sustainable way by moving away from a simplistic course design seminar and slowing down faculty members' process of connecting with community partners to allow time for building trusting and authentic long-term relationships. Sharing resources – including stipends, visibility, grant opportunities, and research – is important.

- **Practice a Philosophy of Truth and Reconciliation:** Dr. Ted Gordon, Professor at College of Saint Benedict and Saint John's University, indicated that their team began practicing a philosophy of truth and reconciliation when working with the community partners and the community. "You actually have so much more to gain as a community and as an institution if you take a hard look at that past," he recommended. "You look at who's been affected who your community or your institution has hurt in the past, and you sit down at the table with them and ask them, what it is that you can do to be of service?"

- **Involve Partners as Co-Educators:** Many administrators and staff highlighted the benefits of inviting partners to campus. Deborah Myers, Director of the Center for Community Engagement at Mars Hill University, mentioned that their center brings "partners to campus typically twice a year for some professional development and workshopping…[Partners] really love meeting with each other and connecting…[they come] to campus to be guest speakers…interview Bonners for placements on campus. And [they] really do expect [partners] to be co-educators." Dr. Marina Barnett, Associate Professor at Widener University and Co-Director of its 16-year-old Service Learning Faculty Fellows program, highlighted that community partners "can bring a knowledge of the local community into the classroom. They can talk about the kinds of idiosyncratic problems and issues that the [residents] have. They can make it real for [the students]… And [the students] talk about that experience as being [what] helped them to understand the content of the course because they're applying it." Dr. David Roncolato and Dr. Lauren Paulson at Allegheny College recommended engaging community partners in the multiple stages of course development, from the creation and structure of course, to the reflection and feedback, not just at the beginning and at the end. Finally, Dr. Ruth Kassel, the Associate Director of Academic Integration at Siena College, highlighted the importance of being mindful when merging classes with community partners. And, whenever possible, to do so if [faculty] are "supporting … projects that [they've] made a long-term commitment to…because it's a lot of effort and the student experience is greatly enhanced when the partnership is strong."

Student Engagement

In the Spring of 2019 Bonners across New Jersey gathered for a Sophomore Exchange.

The best Community-Engaged Learning practices include engaging students in helping lead co-curricular and curricular projects. Students have come with their own set of experiences and skills and those can be leveraged to promote authentic work. However, providing students with the proper foundation and training before sending them into the field is crucial.

Effective Strategies and Advice

- **Student Engagement Must Be Co-curricular and Curricular:** Administrators and faculty members mentioned that they are working on creating curricular class engagement opportunities while maintaining some co-curricular experiences. Deborah Myers, Director of the Center for Community Engagement at Mars Hill University, talked about shifting the culture from "co-curricular programming to curricular, academic community engagement." The shift came from an observed need to go beyond the surface level of service and dive deeper to their commitment to community engagement. Amy Gilliland, Director of Community Engagement, and Dr. Ariane Schratter, Professor of Psychology, at Maryville College advised that promoting community-engagement learning at the institutional level requires both curricular and co-curricular opportunities for students. Finding community partners that offer both forms is helpful, they shared, explaining a range of projects at a nearby nonprofit Memorial Hospital. Several Bonner Scholars students serve at the clinic program. As the partnership grew, students from different majors have interned with the hospital's Human Resource Department, Finance Department, and other divisions, working on capacity building, grants, research, and other projects.

- **Students, Community Partners and Faculty Balance one Another:** Teams highlighted that the partnership between students, community partners, and faculty — when done properly and ethically — brings benefits to all parties. Further their partnership creates a balanced relationship.

Ruth Kassel, Associate Director of Academic Integration at Siena College, explains that "…having the community partner involved with projects creates a third space where power dynamics can be more equal. Engaged students often have more expertise about the partner and site than the faculty member does." Kassel and others highlight how the triad of community partners, faculty and students share and build on their respective expertise and experience and applying their learning, theories, and skills within the community-based projects. The Bonner Capstones provide many opportunities for a developmental, multidimensional experience, allowing staff to plan and work directly with small teams that students, a partner, and faculty advisor,.

- **Leverage on Students Leaders to Promote Authentic Work and Lead on Diversity, Equity, & Inclusion (DEI) initiatives:** Administrator respondents highlighted the importance of leveraging student leaders and utilizing their skills to promote authentic work, as well as to communicate to partners where the student skills could meet their needs. Adia Zeman Theis, Assistant Director of the XPD at College of Saint Benedict and Saint John's University, explained that, "our community organizations don't always know (for very understandable reasons) what a third year college student is capable of doing. And so being able to have a listing of opportunities, or at least starting points to get some of our partners thinking about what that could look like, has been really helpful. The community partners have been able to see this and say, 'oh my gosh, I suppose your students do have access to databases and good research.'" Interviewees also mentioned that students come with their own set of experiences and skills that can positively shape their projects. For instance, students who are engaged on diversity, equity, and inclusion initiatives on campus are learning how to advocate for policy and institutional changes.

- **Students are Eager to Do the Work, but They Need the Training:** Many administrators and faculty indicated that students are willing and seeking community-engaged learning opportunities. Before sending them into the community, it is crucial to equip them with the tools to contribute without causing harm. Dr. Marina Barnett, Associate Professor at Widener University shared strategies focused on first-year experience courses, in which faculty and students debunk myths about the community, think critically and gain awareness of their own biases and how to check them at the door. Cindy Ferguson, Director of Center for Community Engagement at the University of Lynchburg, discussed the importance of teaching students about the dangers of toxic charity and finding projects that address root causes and provide sustainable solutions to pressing social issues.

Working with Senior Leaders

Collaborative writing projects, like this article by Dr. Ron Cole, Provost, and Dr. David Roncolato, Director of Civic Engagement and Professor of Community and Justice Studies at Allegheny College, are a terrific way to foster involvement with senior leaders, institutional alignment, and campus and national recognition for community-engaged learning.

F aculty and staff leaders talked at length about how they work together and quite strategically to build and sustain positive working relationships and collaboration with their senior leaders, including presidents, vice presidents, provosts, and deans. Administrator and faculty leaders repeatedly shared that it is critical to continually share scholarship, news, project highlights, stories, grants, updates from the field, data, and accomplishments with senior leaders, including the Board of Trustees. They are working to shift culture, as well as structures, resources, and policies.

Effective Strategies and Advice

- **Know and Thoughtfully Navigate Institutional Hierarchies:** Faculty and staff leaders repeated that is it critical to know the institutional structure and reporting lines. "Get out of your office and get to know people personally," suggested Dr. Marina Barnett, Associate Professor of Social Work at Widener University. Find ways to build relationships and leverage support of enthusiastic presidents and senior leaders (especially around transitions).

- **Connect Community-Engaged Learning with Institutional Priorities:** Faculty and staff leaders emphasized the importance of aligning community engagement with other institutional priorities, including recruitment, enrollment, retention, student success and learning; diversity, equity, and inclusion; and even funding. Bryan Murdock, Director of the Center for Community Engagement at Montclair State University, said to learn who senior leaders listen to and what are their priorities, and connect them to your work. Bryan and Todd Kelshaw, Professor of Communications, who run

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the two-year Community Engaged Teaching and Learning (CETL) Fellows program, are working with five departments on building civic learning into their majors, and also connecting with a new General Education civic requirement proposal. "Know how to write a white paper," noted Deb Myers, Director of the Center for Civic Engagement at Mars Hill College.

- **Place-Based Work Can Foster Authentic Integration:** Take care when building connections with institutional priorities to be true to the spirit of community engaged work, including mutually beneficial, reciprocal collaboration. For instance, faculty and staff leaders warned that it's important to avoid tokenism or transactional moves that put more on already overworked individuals and units. Focusing on community-driven projects to promote racial, economic, and social justice can be a highly effective strategy involving multiple departments and units.

- **Invite Students to Help Lead the Way:** Several campuses discussed ways that they are engaging students as colleagues and partners with faculty. To ensure true student input, Widener University recently invited Ijae Hill to join the institution's Board of Trustees as the Student Trustee. Ijjae is a Bonner Scholar and leads the Bonner Racial Justice Community Fund Initiative at Widener. Several interviews advised inviting senior leaders to Bonner Capstone presentations where students can influence them by their example.

- **Continuously Communicate Stories, Evidence, and Impact:** Faculty and staff leaders across the interviews noted that they focus constantly on sharing information, including relevant scholarship, reports, news, grants, publications, dissemination, and stories in their standing meeting with colleagues, email, and verbal communication. As Dr. Vera Eccarius-Kelly, Professor of Comparative Politics at Siena College explained, a local news paper story in an Albany press outlet translates into about $50,000 of advertising for the college.

- **Build Shared Vision Through Consistent Relationships:** Working collaboratively with Senior Leaders to develop and create publications is a great way to generate shared vision and communications. It's important to ride through transitions with this approach. "We're doing good work, so we're just going to keep doing it," suggested Dr. Lauren Paulson, faculty fellow at Allegheny. As Amy Gilliland, Director of Community Engagement and Dr. Ariane Schratter at Maryville College suggested, plan your strategy to involve multiple interactions and meetings, and keep leaders informed so there are no surprises.

Diversity, Equity, & Inclusion

Student-Led Initiative Aims to Address Health Inequities in Chester

April 12, 2021 | Hilary Bentman, Assistant Director of Communications

Widener Newsroom > All News

This is not a problem we can solve on our own. Health equity is a national issue. But we wanted to begin our work in Chester. If I start here, I can inspire other people. — Ijjae Hill, visual and performing arts / pre-physical therapy major

Students often lead faculty and staff on promoting the links between community engagement and diversity, equity, and inclusion, respondents agree. For instance, Ijjae Hill, a Bonner Leader and now member of Widener University's Board of Trustees, recruited a team to develop ways to address health disparities in Chester aggravated by COVID-19, gaining support from faculty and senior leaders to broaden this work.

Full participation (as articulated in the 2011 paper by Sturm, Saltmarsh, Eatman, and Bush) suggests that campus-wide community engagement goes hand-in-hand with an institutional commitment and ethos for diversity, equity, inclusion. This requires not only diverse students, but also diverse faculty and staff. Moreover, policies and culture — from financial aid to hiring to tenure — must align with and support full participation.

Effective Strategies and Advice

• **Provide Intentional, Developmental Education and Training to All Stakeholders:** To foster a campus culture for full participation, many campuses are increasing education and training for faculty, staff, and students. Dr. Sharon Foreman, Professor of Sociology and Director of the Center for Social Justice at the University of Lynchburg, explained that it is important for faculty and staff to participate in campus-wide training, such as a year-round series sponsored by the Office of Equity and Inclusion led by her colleague, the Vice President of Inclusive Excellence, Robert Canada and his team. Some campuses, like Bates College, enlisted veteran faculty of color and national scholars (like Dr. Tania Mitchell) to provide guidance on effective classroom practices.

• **Engage Faculty and Administrators as Allies:** Still, such training cannot be one and done, even for the most veteran leaders. For instance, Foreman stressed the importance of being an advocate

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within institutional decision making, including hiring. "Representation matters," she said. "This is very layered on our campus. [For instance], when we're planning for a speaker about community-engaged learning, community, or community-based research, Cindy Ferguson and I go to our colleagues in the DEI office for recommendations."

- **Explore Institutional Links Between Community Engagement and DEI:** While some institutions are exploring collaborative links as well as reporting structures between campus offices of community engagement and diversity, equity, and inclusion, faculty and staff leaders were quick to point out that institutional or individual proclamations, while helpful, do not equate with community-based racial justice. A good place to start might be an audit of your own institution's diversity of students, staff, and faculty. Additionally, conduct focus groups to understand campus perceptions. "Students are often way ahead of us," suggested Ellen Alcorn, Assistant Director of the Community-Engaged Learning Program and Director of the Bonner Leader Program.

- **Build Partnerships and Projects around DEI in the Community, Not Just on Campus:** Authentic issue-based commitments can drive effective integration of community-engaged learning with diversity, equity, and inclusion work. Several campuses cited examples, including: a) faculty work to develop sustained relationships and long-range projects with local and state BIPOC led organizations at Bates College in Lewiston; b) work to foster social cohesion and Black wealth in Albany at Siena College; c) local policy efforts to improve town-gown relationships and address disparities in the experiences of students of color at Mars Hill College; d) collective impact planning with the city at the University of Lynchburg; and e) team-based efforts to address COVID-19 health disparities in the City of Chester, Pennsylvania.

- **Align the Continuum of Service Experiences with DEI:** Faculty and staff members discussed some of the nuances of creating effective community service experiences and campus-wide opportunities for students, which are often the gateway for them into civic engagement. For instance, some recommended discontinuing one-time service projects that place students of color in harmful and oppressive situations where many re-experience racism. Rather, move these experiences into the context of well-thought out and developmental programs and coursework that pave the way for fuller, more equitable participation.

- **Be Mission and Place Driven, Not Transactional:** Dr. Adria Welcher, Associate Professor and Director of General Education at Morehouse College, connects faculty to the College's mission and legacy as an HBCU in her efforts to transform the curriculum. At College of Saint Benedict / Saint John's University, a commitment to a restorative relationship with surrounding tribal communities has deepened faculty practice. For others at Predominantly White Institutions (PWIs) in towns with similar populations, working with partners to ensure that students of color have positive experiences is vital.

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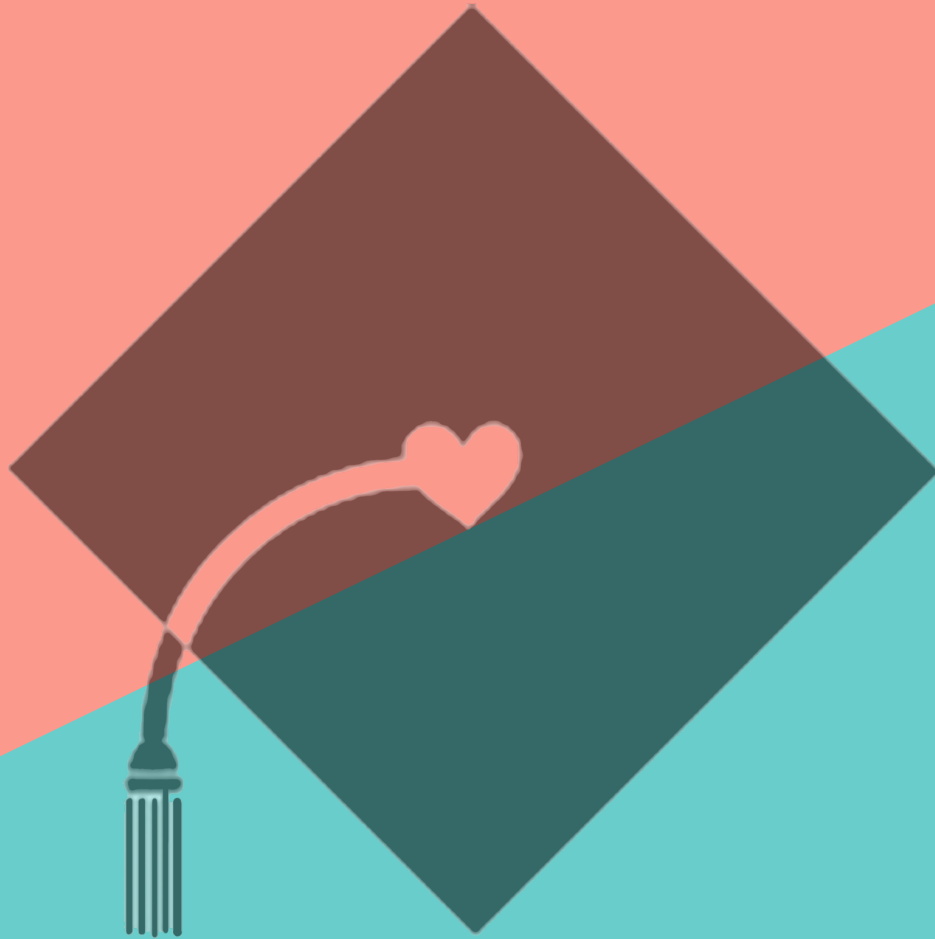
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