

First Time Classification: The Carnegie Foundation Teaching

Created by Salem State University on 5/31/2018. Last modified on 5/31/2018.

Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. Community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year with data should not be older than 2017-2018. For example, if your institution participated in a study that was conducted in 2016, you should report the data for 2017-2018.

or prohibit the use of this information for other research purposes.

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education (local, regional/state, national, global) for the mutually beneficial creation and context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) and the public and private sectors to enrich scholarship, research, and creative learning; prepare educated, engaged citizens; strengthen democratic values and issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community partners where there are collaborative community-campus definitions of problems, solutions, and engagement requires processes in which academics recognize, respect, and value the resources of community partners and that are designed to serve a public purpose for groups, and organizations involved to understand and collaboratively address issues.

Community engagement is shaped by relationships between those in the institution. These relationships are grounded in the qualities of reciprocity, mutual respect, shared authority, and relationships are by their very nature trans-disciplinary (knowledge transcending disciplinary boundaries) and asset-based (where the strengths, skills, and knowledges of the community are legitimized). Community engagement assists campuses in fulfilling their civic purpose through creation and dissemination, and through the cultivation of democratic values, s

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Applicant's Contact Information

Please provide the contact information of the individual submitting this applica

Title

Director, Center for Civic Engagement

Institution

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Full Name of Institution's President/Chancellor

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I. Campus and Community Context

A. Campus:

Provide a description of your campus that will help to provide a context for un
enacted in a way that fits the culture and mission of the campus. You may want

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(community college, land grant, medical college, faith-based, etc.), size (unde
history and founding, demographics of student population served, and other fea
may want to consult your campus's IPEDS data (<https://nces.ed.gov/ipeds/Home>
Classification data (<http://carnegieclassifications.iu.edu/lookup/lookup.php>).

Salem State University (SSU), established in 1854, is a comprehensive master
Massachusetts, primarily serving the region known as Boston's North Shore. S
Essex County cities and towns and many regional organizations over its 165-ye

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A.1 Does the institution indicate that community engagement is a part of its mission statement or vision?

Yes

A.1.1 Quote the mission or vision:

"Salem State's mission is to provide a high quality, student-centered education to a diverse community of learners to contribute responsibly and creatively to the region. We are a resource to advance the region's cultural, social, and economic development."

As indicated above, the university's mission statement identifies (1) a student-centered and high-quality education; (2) an inclusive, collaborative campus community; and (3) a commitment to give back, to act on the needs of the North Shore and the greater community.

The university's vision states: "We serve the communities of the North Shore and the greater region, and are more globally aware and culturally diverse campus environment."

"Civic engagement: We forge mutually enriching relationships with our neighbors, contributing to the economic vitality of our region, the Commonwealth of Massachusetts, and the world."

In 2014, the Massachusetts Department of Higher Education published its annual report, which focuses on the Commonwealth's efforts on three pillars: (1) Increase the number of students graduating with degrees and certificates; (2) Close Achievement Gaps, and (3) Attract and Graduate More Students from Underrepresented Communities. Addressing the Big 3, SSU has taken a social justice and community approach to success: the university's six-year graduation rate for the 2017-2018 year saw a 10 percentage point increase over the previous year. While the university's 58% graduation rate for students of color, students only, Salem State's 2017-18 graduation rate for students of color was 70%. Of these numbers, Salem State has emerged as one of the top universities in the country for Latino student success with a 46.7% Latino graduation rate. For more information, contact the nonprofit advocacy group, the Education Trust.

To help close achievement gaps, SSU is part of several community partnerships, including the Commonwealth Dual Enrollment Partnership and the 100 Males to Graduation Partnership. The Commonwealth Dual Enrollment Partnership allows underrepresented students to take college courses for free or at a reduced cost. SSU's 100 Males to Graduation Partnership has \$100,000 in external funding to support young men of color from high school to college. For more information, contact the Education Trust.

To attract and graduate more students from underserved populations, SSU has implemented a process to include a test-optional component. The test-optional policy allows students to submit scores for the SAT, thereby addressing historical inequities. For students who do not do well on the examination, such as low-income, first generation students, SSU provides financial aid. In 2016, approximately 25.3% of SSU's undergraduate students received financial aid, making attendance possible for students who might not otherwise be able to attend.

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A.2 Does the institution formally recognize community engagement and celebrations?

Yes

A.2.1 Describe examples of campus-wide awards and celebrations community engagement:

SSU has dozens of community-engagement awards, including:
Alumni Rising Star Award: Established in 2013 by the Salem State Rising Star Award recognizes alumni who have received their degree and are already making significant contributions to greater society through their work.

Civic Engagement Hall of Fame: The Hall of Fame induction ceremony recognizes outstanding service provided to the external community by faculty. Inductees are given the opportunity to select a community partner or a local university to support a cause that is of importance to them.

Criminal Justice Department Civic Engagement Award: The Department recognizes two undergraduate students in the department, one male and one female, for exemplary service in support of community agencies, social justice, and the community.

Friend of the Earth Award: Each year, two to three Friend of the Earth Award recipients are selected during Earth Days Week. The recipient(s), which include local and national organizations, are determined by the Earth Days Steering Committee, which is made up of faculty, students, and Healthlink, a local environmental organization.

The Kenneth J. McIlraith Awards: These awards are given to students who demonstrate extraordinary leadership and social awareness in community and campus activities. They are intended to reflect and signify the outstanding contributions that students make to the university.

Media and Communication Civic Engagement Award: The Department awards one civic engagement award to undergraduate students each year. The award is open to all media and communication majors and is for students who demonstrate a commitment to contributing to the positive welfare of others both on and off campus. Recipients include activism, philanthropy, volunteerism or other types of community service.

MLK Leadership Awards: These are presented annually to honor one student member for their outstanding and significant contributions to the community and equality as exemplified by Dr. King.

Senior Awards: Each year, graduating seniors apply for one of two highly competitive awards, representing the culmination of academic and leadership achievements. Demonstrated involvement in co-curricular activities is required for all award recipients. Many of the award recipients selected describe their activities and how they have impacted the community.

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For SSU's First Year Day of Service, faculty, staff, students, alumni, and community meetings with community partners are held to elicit feedback that shape projects. Meetings are held during the event; a large group reflection/sharing session is held the following day. Reunions are held, which always include an opportunity to reflect and make suggestions. Projects are examined longitudinally to compare Day of Service cohorts to their peers for faculty persistence.

Informal assessment mechanisms include community perceptions that are shared at CCE summer institute community partner luncheons, among the staff of the President's Engagement, Civic Engagement Committee, Community Advisory Board, South Side Neighborhood Advisory Committee, related student organization leaders, and related community perceptions serve as a critical feedback loop as part of the on-going cycle of community university and community shared goals and objectives.

B.2 Does the institution aggregate and use all of its assessment data for community engagement?

Yes

B.2.1 Describe how the data is used:

If you are using a systematic mechanism for hearing community attitudes, perceptions, the institution summarizes and reports the data. We also expect a description of institutional actions such as budgeting, strategic priorities, program improvement, conflict solving or resolution of areas of conflict with community. A description of these actions includes lists, cases, anecdotes, narratives, media articles, annual reports, research or illustrations of application of the community perception and outcome data.

Assessment data specific to community engagement are used to inform university review, professional development, accreditation reporting, grant and award proposal development, Committee meetings, neighborhood and community relations, marketing efforts, day program planning and management decisions, and state-wide civic learning.

Community engagement assessment data are used to inform the university strategy as explicated in Question C3 below. For programs where community-engagement is a process, like social work and education, assessment data are used in academic programs, reciprocal partnerships that benefit students and community partners. Aggregated data have been used in professional development workshops, like the summer institute which teaches faculty and staff how to develop and execute civic learning and critical focus on establishing mutually beneficial and reciprocal partnerships.

Community engagement data are also incorporated into the regional New England Association of Schools and Colleges (NECHE) accreditation self-studies. Aggregated data are also used in applying for the President's Higher Education Honor Roll for Community Service and a silver seal of the Challenge, and grants, like \$1 million from the Cummings Foundation for the Community and \$40,000 from the National Endowment for the Humanities to build a public

Community engagement results are shared at SSU Neighborhood Advisory Committee meetings, neighborhood and community relations. Results from these assessments are also used in regional marketing efforts by the university to promote the extent of community engagement and service-learning courses. To aid in continuous improvement efforts and day program decisions, data are also presented at different campus forums, including: the University meetings of academic deans, department chairs, and university administrative

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partner breakfasts, Enrollment Management and Student Life meetings, the Civic Assessment Committee, Academic Leadership Committee, Collaboration Day, MySSU intranet. Lastly, a multi-campus aggregation of assessment data was collected for an Engagement conference to support the state-wide assessment of civic learning.

C. Institutional Communication:

C.1 Does the institution emphasize community engagement as part of its strategic framework? For example, in public marketing materials, websites, etc.
Yes

C.1.1 Describe the materials that emphasize community engagement and provide examples. As the digital gateway to SSU, the website emphasizes community engagement as an essential component of the university's brand identity and includes the publication of the Vision statement and Strategic Plan on the website. The university's commitment to serving the communities of the North Shore, creating a diverse campus environment, and undertaking systemic change. The university emphasizes community engagement as a core value of the institution.

In addition to the website, marketing materials also reinforce SSU's commitment to community engagement through new student orientation packets, the SSU Admission Material/Viewbook, the President's welcome back letter, university social media (Facebook, LinkedIn, Snapchat, Flickr, Instagram, and YouTube), and the university's publication, in which civic engagement, social justice, and connection are the first, second, and third goal. In the 2017-2021 strategic plan publication, civic responsibility is a successful implementation for all of the strategic goals. The university's marketing materials that emphasize the importance of community engagement include brochures, posters, fliers, website, public Canvas page, programs, and events.

2017-18 news coverage of Salem State focuses on community engagement through Service, volunteer events with local organizations, community collaboration, sustainability, Build-a-Bed challenge, mentorship program, Veterans Day on campus, teaching tolerance, Darwin festival, political op-eds, faculty events, Law Center, faculty seminars on children's rights, and alternative dispute resolution.

The university social media accounts generally try to promote large events open to the public, such as speaker panels on ballot issues. The university posts related to service initiatives, like the Build-A-Bed event or especially when stories from the local news are posted. The President posts from their individual accounts when they attend civic engagement events. Social media accounts like @SalemStateCCE, @LifeatSSU, @FYSuccess, and @SSUEngagement attend speaker events, register to vote, participate in service, etc.

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sustainability and historic and cultural resources. Recently, Salem
and regional issues such as Youth at Risk, civic responsibility, ve
addiction recovery (p. 18).

Civic Responsibility: Salem State has a historic commitment to c

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advised by two bodies: 1) a 15-person Civic Engagement Committee and 2) a 20-person advisory board. The committee includes CCE staff, 15 community members, one faculty member and two students. The board includes representatives from the community with ample space for programming and planning and adjacent to a readily-available space. The committee is the first African-American graduate and education social activist, Charlotte Williams, who is a key component of the Strategic Plan to promote civic engagement, social justice, and connection to the community. The committee supports and supporting programs that connect students, faculty, staff, and alumni to the community.

The LEAD (Leadership, Engagement, Advocacy and Diversity) Office is located on campus and works closely with student clubs and organizations. LEAD currently has a temporary director and an assistant director. LEAD's mission targets the engagement of students in leadership and advocacy. LEAD supports a leadership institute and peer network initiatives like BEES (Bold, Engaged, Empowered, and Empowering) Brotherhood, which encourage active engagement and broader social awareness. LEAD also supports groups whose members engage in community service and engagement activities like the Student Government Association, the Community Service Initiative, Colleges Against Violence, and various fraternities and sororities.

The Executive Vice President's Office promotes and coordinates civic engagement and community service through Enrollment Management and Student Life. The Assistant Dean of Enrollment Management's Office also promotes and coordinates civic engagement. In addition, this office advises the Community Service Initiative, which has supported students in more than two thousand hours of service annually.

The Alumni Association's Civic Engagement Committee works on several initiatives including organizing community service activities, volunteering with students on campus, organizing community service projects, and hosting drives for local non-profits in need. There are 36 members of the Alumni Association who play a key role in civic engagement. In addition, other alumni volunteer affinity groups host events and support on-campus and off-campus needs. A major community event the Alumni Association hosts is the Homecoming, which celebrates and mobilizes the thousands of Salem State alumni, students, and faculty to improve their community through service.

E.2 Are internal budgetary allocations dedicated to supporting internal community?

Yes

E.2.1 Describe the source (percentage or dollar amount) of these allocations, whether permanent, and how it is used:

The purpose of all the questions in this section is to assess the level of institutional commitment in terms of dedicated financial resources. Please provide the amount or percentage of the primary investment and ongoing costs of the infrastructure described in E.1 as well as the amount of community engagement, including but not limited to internal incentive grants, funding for service-learning, scholarships and financial aid related directly to community engagement projects, programs, and activities. Do not include embedded costs of service-learning courses in their standard workload.

Both permanent and temporary sources of funding are annually dedicated to support

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The Salem State Alumni Association allocates 80% of its annual budget to prov
departmental sponsorships and external community sponsorships in addition to

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E.4 Is fundraising directed to community engagement?

Yes

E.4.1 Describe fundraising activities directed to community engagement

Please describe institutional fundraising goals and activities pursued by office of institutional foundations that are focused on community engagement. Student fundraising for community engagement may be included.

During 2017-2018, crowdfunding technology allowed for several successful campaigns.

Global Community

Graduate Program in Occupational Therapy (\$10,000): Students of the Salem State Occupational Therapy donated a total of \$10,000 to four local and global non-profit organizations: Cross of Peabody, Make-A-Wish Foundation, Vanishing White Matter Family Foundation, and Dogs. Each organization received \$2,500 as a result of extensive fundraising efforts.

Nursing Service Trip in Jamaica (Alternative Spring Break) (\$4,204): The School of Nursing support a service trip where students were able to assess health disparities and recommend sustainable interventions to alleviate those disparities.

National Community

Congressional internships crowdfunding (\$25,000): The Political Science Department has had as interns in congressional offices on Capitol Hill every year but one since 2008. In 2015-2016 and 2016-2017, the department raised \$25,000. These funds, along with other fundraising efforts, funded the internships of six students since this fundraising drive. An additional \$25,000 was raised in 2019.

Alternative Spring Break (\$10,000): Students traveling to Texas and South Carolina for alternative spring break trips.

National Young Feminist Leadership (NYFL) Conference (\$5,405): The Bates Center for Women's Studies raised \$5,405 to send delegations of students to the NYFL Conference in 2018.

Puerto Rico Community Service Trip (\$1,703): In the wake of the terrible devastation from the Salem State Latin American Student Organization raised funds to travel to Puerto Rico with food to the hardest hit areas and repair buildings and animal shelters.

Regional Community

Generation Games (\$2,252): Students requested support for the organization and the school. Through a multi-faceted partnership with Rotterdam University in the Netherlands, the school worked collaboratively with professionals locally and around the world in bringing games to students in sports and games.

Build-A-Bed (\$915): Students raised money to fund a bed-building program. This program provides an opportunity to build usable beds, providing our regional homeless population a place to sleep.

Major Gifts

Viking Warrior Day (\$34,082): The first annual Viking Warrior Day brought together faculty, and friends both on campus and virtually for a day of giving. \$34,082 was raised through these donations support student scholarships, equipment for faculty and staff, service opportunities, and internships for students.

Student Advocacy and Food Pantry (\$10,334): Several donors were moved by the need for student advocacy and food pantry.

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homelessness at Salem State. Gifts were made to support the Student Advocacy Center, which has had a significant impact on the institution's ability to help the university community with the most vulnerable.

E.5 Does the institution invest its financial resources in the community through partnerships for purposes of community engagement and community development?
Yes

E.5.1 Describe specific financial investments and how they are aligned with the institution's strategic plan.
strategy:

In this question, we are asking specifically about financial investments in community activities/projects, and related infrastructure, often in the context of community development. Examples might be a campus purchasing a van for a community-based organization; a campus donating or purchasing computers for an after-school program; a campus investing a portion of its endowment portfolio in a local business; a campus not include PILOT payments unless they are specifically designated for community development.)

The university's most recent economic impact report (2014) showed that Salem State University generated over \$827 million in Massachusetts, over \$443 million in Essex County, and over \$200 million in Salem. In addition, SSU supports its community partners financially, largely through evergreen sponsorships supported:

- " City of Salem (\$3500): Planning Department Intern, Traffic Island Sponsorship
- " Healing Abuse Working for Change (HAWC) (\$1000): Sponsorship for their Annual Conference
- " Essex County Community Foundation (\$1000): Annual Breakfast Sponsorship
- " Northeast Arc (\$1000): Annual Dinner Sponsorship
- " North Shore Community Development Coalition (\$1000): No Place Like Home Sponsorship
- " LEAP for Education (\$1000): Annual Event Sponsorship
- " Salem Rotary Club (\$1000): Annual Dinner Sponsorship
- " Boys & Girls Club (\$1000): Annual Event Sponsorship

The Enterprise Center (EC) is housed at SSU and was created to serve as a small business incubator. The EC provides local businesses lower-cost rent, office space, support from the university as a potential client (if services are applicable) while providing a venue for community partnerships and community development. The EC was also established to provide support to the city by allowing the building to remain on the city's tax roll after the building was transferred from the university from a private company.

The university provides financial resources through the Dual-Enrollment Program, which allows students to be funded by grants and offered free to high school students. In addition, the university's Social Sciences have grants that offer courses at regional high schools. Faculty who receive the grant and students are allowed one grant-funded course per semester. The university provides support to Salem High School and Salem Academy Charter School students. In addition, the university provides support to Salem High School and 5 from Salem Academy Charter School, benefitted from this program.

The university also is party to a Services in Lieu of Taxes (SILOT) agreement with the City of Salem. This agreement was created to determine the areas of common interest between the City and SSU and to provide support and mutually fund such activities. On average, for the past few fiscal years, the university's support is estimated at \$650,000. University contributions include direct, in-kind, revenue, and other support.

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E.6 Do the business operations of the campus as an anchor institution support community development agendas through hiring, purchasing, and partnerships?
Yes

E.6.1 Please describe business operation practices tied to the local community. This question is asking specifically about how the campus practices in the area of procurement align with and are an intentional complement to the institutional community development agenda. This can include programs to encourage/support minority vendors, among many other practices contribute to the context for successful community engagement.

According to the institution's most recent economic impact report (2014), Salem State University's economic impact across Massachusetts totaled over \$43 million in state-wide purchases. In 2014, the university employed 2,251 with a payroll in excess of \$99 million. Of this, 177 resided in Salem. The university's economic impact was \$48 million in Salem, \$136 million in Essex County, and \$136 million in Massachusetts.

SSU students also have a large impact on the local economy. The university estimates that the average student living off-campus over a nine-month term. With 1,116 students living off-campus in Essex County, millions of dollars annually fuel the economy of the North Shore. The university's economic impact in Salem, \$296 million in Essex County, and \$562 million in Massachusetts.

Salem State's Cat Cove Marine Laboratory (CCML) specializes in aquaculture research and has provided significant economic value to eastern coastal cities and towns. Since 2000, nearly 1 million pounds of shellfish produced and distributed to more than 40 communities in MA. CCML is the sole provider of only two such facilities on the East Coast. Annually, CCML shares a modest amount of space with K-12 teachers and schools in MA at no cost, including Bourne High School and Wilmington H.S.

Additionally, Salem State engages the local community with their business operations. "SERV: All university employees who have worked for at least 6 months may apply for a 20-hour volunteer position during work hours to volunteer in the community.

"Project Search: Northeast Arc has partnered with Salem State University since 2000 to provide a program to adults with disabilities. Project SEARCH runs on campus for nine months a year, providing members with vocational training with a goal towards competitive employment.

"Salem State permits Salem residents use of 100 spaces in the university's O'Connell parking lots during snow emergencies.

"Salem State offers free admission to Salem residents for all of its athletic events.

"The university provides mutual aid from university police to city police.

"The university provides no-cost training for police officers and participation in training space for such trainings on campus.

"The City and its departments use university space at no cost for public events.

"SSU is a founding and active member of the North Shore Alliance for Economic Development, an engine for the regional economy.

"Salem State representatives serve on several local boards and commissions throughout the City, such as the Salem Chamber of Commerce, Salem Cultural Council Board, Salem State University Partnership.

F.6 Tagging, Monitoring, Maintenance, and Reporting on campus-wide Tracking

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Yes

F.1.1 Describe systematic campus-wide tracking or documentation

The purpose of the questions in this section is to estimate sustainability of co the institution monitors and records engagement s multiple forms. Tracking and sustainability in that and use are indication of institutional value for and attent engagement. Keeping systematic records indicates the institution is striving to potential benefits to the institution. Please use language that indicates an est or occasional or partial recording of community engagement activities. This ap description of active and ongoing mechanisms such as a database, annual surv the actual data here. Here is where you describe the mechanism or process, th accountability/responsibility. You may also describe the types of information b service-learning courses, numbers of courses, identity and numbers of partners based research projects, etc.

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quality, depth, and breadth of civic learning outlined in syllabi, u
across these five evidentiary categories.

The Student Government Association (SGA) requires all funded st
least one community service project to maintain their funding. The
of required participants: student organizations are simply asked t
statement if possible and report the project and number of hours i

The CCE s definition of civic engagement includes a focus on reci
address public issues and enhance academic learning. Based on t

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measuring impact as an institution or as a member institution of a collective impact effort.

For each question in this section, please answer for outcomes and impacts.

The purpose of the questions is to assess the sustainability of engagement at your institution (from estimating outcomes and impacts of community engagement on varied constituent groups to institution). When institutions engage with communities, we expect there will be a range of expectations that may vary from institution to institution and may be implicit or explicit. These expectations may take various forms including benefits or changes that are in keeping with the goals set for each institution and its partners. Thus, there is potential for both expected outcomes and impacts and unexpected outcomes and negative impacts.

For each constituent group identified below we are asking for a description of any impact assessment conducted on an institution-wide level, not specific projects or programs. Please include the frequency of data collection, a general overview of findings, and at least one success story.

F.4.1 Indicate the focus of these systematic campus-wide assessments. Provide a key finding for both Student Outcomes and Impacts:

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, etc. Include the schedule for data collection, and the key questions that shaped the design of the assessment. Describe the wide approaches, robust student samples, data collection over time, and a summary of findings. Illustrate impacts or outcomes on factors such as but not limited to academic achievement, self-awareness, communication skills, social/civic responsibility, etc. Impact findings may include the number of students involved or of students' enthusiasm for service-learning.

The university has multiple assessment mechanisms in place to gather data about student learning. These include Learning Outcome Scorecards; external accreditation or a regularly-scheduled assessment; the Collaborative (MSC) sponsored by AAC&U and SHEEO, which assesses student learning by applying the LEAP VALUE rubrics. Other mechanisms used to assess student outcomes include longitudinal retention data between non-participants and participants in the First-Year Experience, administering standardized instruments cyclically, including Mapworks (each semester), (three year cycle), and the Campus Climate Survey; gathering surveys and qualitative data from community partners; and surveying participants in major annual programs, such as Spring Break trips, Let's Move Salem!, Advocacy Day, and First Year Day of Service.

One in-depth example of systematic assessment of student outcomes and impacts is the National Student Engagement (NSSE). While the NSSE is currently being administered this semester, the most recent data available are from 2016. NSSE surveys first-year and senior students near the end of their college experience on the level of academic challenge, experiences with faculty, learning with peers, and the time and energy devoted to their studies as defined in NSSE as the time and energy that students devote to their studies as a result of their college experience (2008). Furthermore, Salem State included the Civic Engagement module as an additional assessment.

NSSE also assesses institutional resources, courses, and other learning opportunities that matter to student learning, such as service-learning, among other high-impact practices. In the 2016 SSU first-year (FY) and senior (SR) students reported higher levels of institutional support and opportunities on several items directly related to the goal of preparing a diverse community of learners; contributing responsibly to a global, sustainable, social, and economic development.

" Institutional emphasis on attending events that address important social, economic, and environmental issues.

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discussion and raised their interest in social responsibility as it intersected with critically-engaged civic learning (CECL): social justice, power dynamics, community sustainability.

F.4.3 Indicate the focus of these systematic campus-wide assessments. A key finding for both Community Outcomes and Impacts as it relates to outcomes:

First, describe the mechanism and schedule for data collection regarding impact areas of focus that guided the design of the mechanism. Describe how the campus goals and objectives. Mechanisms may include but are not limited to interviews and evaluation studies. We realize that this focus can be multidimensional in (e.g., country, etc.) and encourage a comprehensive response that reflects and is consistent with community goals for engagement. We are looking for measures of change, impact of partner satisfaction.

Systematic campus-wide assessment mechanisms for community outcomes and impacts include the CCE's annual survey of regional community partners as well as survey feedback from community partners through major annual programs.

One in-depth example of systematic campus-wide assessment for community outcomes is Giving Back (MFGB). The Center for Civic Engagement and First-Year Experience at Salem State University's First-Year Day of Service program. Over 350 first-year and transfer students volunteered at 34 sites across six regional communities in 2017. The main goal was social justice, and to create an opportunity for new students to feel connected to their communities. In each of the last three years, post-surveys of community partners, reflections, and follow-up survey items have been used to gauge the experiential learning outcomes. These data are collected immediately after MFGB concludes. The instruments focus on participant experiences and the community service mission.

Community partner feedback in 2017 included:

- " 100% of community partners felt MFGB went extremely well.
- " 100% of community partners agreed that participants helped them meet the mission.
- " 100% of community partners agreed that participants were respectful while serving.

The long-term impact of MFGB provides sustainable support for local agencies and the community through reciprocal, asset-based, engaging projects. This in turn, creates a strong relationship between the community and university. Community partners have stated that the First Year Day of Service provides an opportunity for students to learn about [our agency].

Statements from participants which exemplify the promotion of reciprocity (ensuring mutual benefit and collaboration) include:

- " Salem State is constantly reaching out to find new and innovative ways to connect with the community.
- " Mutual benefit is built into the day of service.

Community partners also identified challenges and areas for improvement in working with the university. These include:

- " A lot of prep work is required, and we only have the student help for a short period of time.
- " Finding enough of my own staff to guide the volunteers.
- " The day the First Year Day of Service is held on is extremely challenging for the community partners on a weekend.

The feedback from community partners was extremely valuable to better understand their needs and experiences and is used to inform future collaborations. In response to community partners, the university is providing financial support for prep work, helping organizations to organize projects.

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better training student leaders to help fill the lack of staff gap. Additionally, in
due to scheduling issues, the university attempts collaborative efforts through

**F.4.4 Indicate the focus of these systematic campus-wide assessments and
key finding for both Institutional Outcomes and Impacts :**

First, describe the mechanism and schedule for data collection regarding impact
areas of focus that guided the design of the mechanism. Mechanisms might include
surveys, activity reports, other institutional reports, strategic plan measures, and
budget reports, self studies, etc. This section is where you may report measures
town-gown relations, recognition, retention/recruitment, or other strategic issues
its community engagement agenda and actions.

SSU administers several periodic assessment mechanisms that identify institutional
standardized surveys, such as Mapworks (each semester), NSSE (every three years),
years), and the NIIICE instrument. Furthermore, the annual Senior Survey measures
including participation in high-impact practices. One in-depth example of these
Survey.

In recent years, campus unrest has been growing regarding racial justice at Sa
collectively organized to advocate for greater diversification of faculty and sta
students of color and historically marginalized student populations, and safer a
in the surrounding community. After years of planning and in light of these con
in Spring 2017 to gather more evidence regarding challenges facing the univers
the campus and local community in Fall 2017. Focus groups of students, staff,
examine institutional challenges provided by members of the campus community
inform survey questions designed to assess the state of the campus climate. O
overall response rate which have enabled a better understanding of challenges

In response to student activism and informed by the campus climate survey res
Power Dynamics, and Social Justice (DPDS) General Education course category
course content and inspired teaching that draw from and address the multiple h
that have shaped the United States. Extensive faculty development provided to
a DPDS Faculty Learning Community every semester for the past year; informat
curriculum every semester for the past year; a DPDS Speaker Series focusing o
Summer Faculty Institutes on DPDS pedagogical approaches in Summer 2017 an
Series focusing on micro-aggressions and cultural humility; and a Teaching W
Perils of Teaching conference.

University efforts to develop actions to address these challenges remain broad
challenge and confront university officials to move further, faster. The diversit
last two years, the cohort of new faculty has included 33% individuals of color,
by 2.3%. A new cabinet-level Chief Diversity and Inclusion Officer (CDIO) posi
the climate study findings, including extensive training and development oppor
equity review process for hiring was also among the initial institutional reform
between campus and local police about community safety were also initiated in

**F.5 Does the institution use the data from these assessment mechanisms?
Yes**

**F.5.1 Describe how the institution uses the data from the assessments
Using examples and information from responses above, provide specific illustra
and for what purposes.**

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Data from these assessment mechanisms are shared with a variety of constituencies including the University Leadership Cabinet, the Assessment Committee, the EMSLM (Enrollment Management, Student Life, and Marketing) and Assessment Committee members, the University Leadership Cabinet (institutional leadership), the university's Board of Trustees, and the campus community through communication.

Assessment data have also been publicized through the Center for Civic Engagement Center and the Civic Engagement Committee, reinforce budget requests for intercollegiate fundraising efforts from external sources. These data have been used to inform strategic plans of the university. Results are also incorporated into key university economic impact report, as well as incorporated into grant and award applications.

The annual reports from the Center for Civic Engagement, among many other un

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global society, and serve as a resource to advance the region's cultural, social,

- " Working effectively with others (+3%)
- " Acquiring job or work-related knowledge or skills (+3%)
- " Developing or clarifying a personal code of values and ethics (+4%)
- " Solving complex real-world problems (+3%)

The results from these instruments were shared with several campus constituencies: the Extended Cabinet, a forum of nearly 100 academic department chairs, deans, and the Engagement committee; and the Center for Civic Engagement's 2017 summer report.

Second, Salem State participated in the National Inventory of Institutional Infrastructure (NIIICE) in 2017. Participating in this national research to create a baseline data on Engagement and the university leadership to understand how our organizational and community engagement efforts compared with other institutions. Specifically, the university's 4,800 courses, which are taught by 14% of the faculty across 72% service-learning/engaged courses.

the university's 4,800 courses, which are taught by 14% of the faculty across 72% service-learning/engaged courses.
The results from the NIIICE inventory were very encouraging for Salem State. According to the criteria, Salem State was above the mean score for all institutions classified by the Center for Programs for Faculty (+2.1), for faculty development (+2.7), and for service-learning. This indicated that there is additional work to be done: SSU scored just below the mean for Carnegie Level 4 within the NIIICE.

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G.3 Does the institution have search/recruitment policies or practices that encourage the hiring of faculty in any employment status and staff commitment to community engagement?

Yes

G.3.1 Describe these specific search/recruitment policies or practices and position descriptions:

The preparation of this Carnegie application served as an impactful opportunity for the university to implement new practices that better reflect its commitment to teaching. The Provost, in conjunction with the Associate Vice President of Human Resources, revised the wording of the faculty job description did not clearly reflect these practices. The faculty job postings included:

Salem State is a teaching university, committed to our students' success. We are the first in their family to go to college. Collegiality, student

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G.4 Are there institutional-level policies for faculty promotion (and campuses) that specifically reward faculty scholarly work that uses and methods? If there are separate policies for tenured/tenure track and part time faculty, please describe them as well.

Yes

G.4.1 Use this space to describe the context for policies rewarding work:

Faculty scholarly work that uses community-engaged approaches and methods of teaching, research and creative activity, and/or service; i.e., community engaged

Characteristics of community engagement include collaborative, reciprocal part

Characteristics of scholarship within research and creative activities include theoretical frameworks in a discipline or disciplines; posing questions; and contributing to the public; providing data and results that can be reviewed by the appropriate knowledge others to advance the field.

Campuses often use the term community-engaged scholarship (sometimes also engagement) to refer to inquiry into community-engaged teaching and learning with community partners that embodies both the characteristics of community engaged

In response to this question, if appropriate, describe the context for these policies. We are in a multi-year process to revise the guidelines, which were approved in XXXX and are currently revising their departmental-level guidelines to align with the institutional guidelines.

In 2016, with a grant from the National Education Association, Salem State sponsored a long conference in partnership with the Massachusetts Department of Education. We participated in Massachusetts colleges and universities in system-wide conversations about how to engage campuses and how to promote new curricula that embed civic learning in courses. We were energized by an address by John Saltmarsh about public scholarship and university faculty, energized by an address by John Saltmarsh about public scholarship. We are now working to elevate the work of civically-engaged faculty, including overt recognition and support. After the conference, the Salem State Chapter of the National Education Association is currently working on a process to revise the guidelines.

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Characteristics of scholarship within research and creative activities include the use of theoretical frameworks in a discipline or disciplines; posing questions; and communicating with the public; providing data and results that can be reviewed by the appropriate knowledge community; and inviting others to advance the field.

Campuses often use the term community-engaged scholarship (sometimes also referred to as community engagement) to refer to inquiry into community-engaged teaching and learning with community partners that embodies both the characteristics of community-engaged scholarship and community engagement.

In response to this question, if appropriate, describe the context for these policies. This was a multi-year process to revise the guidelines, which were approved in XXXX and XXXX, and revising their departmental-level guidelines to align with the institutional guidelines.

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G.7 Is community engagement rewarded as one form of service? In employment status if there are policies that apply to these appointments?
Yes

G.7.1 Please cite text from the faculty handbook (or similar policy document) or the MSCA (2017-2020) Collective Bargaining Contract, Article VIII A (used in the evaluation of all full-time members of the faculty):
ii. other professional activities, which by way of example shall include community engaged service, and contributions to the professional university community.

G.8 Are there college/school and/or department level policies for granting campuses) that specifically reward faculty scholarly work approaches and methods? Are there policies for tenured/tenure track and part time faculty in reappointment or promotion consideration?
No

G.8.1 List the colleges/schools and/or departments.
No. All personnel action policies are developed at the state level and executed at the university-level, not the college/school or department level.

G.8.2 What percent of total colleges/schools and/or departments are on the list above?
See G.8.1

G.8.3 Please cite three examples of college/school and/or department from policy documents, that specifically reward faculty scholarly work approaches and methods; if there are policies specifically for tenured/tenure track, and part time faculty, please cite one example:
See G.8.1

G.9 Is there work in progress to revise promotion and tenure (at the department level) guidelines to reward faculty scholarly work that uses community-engaged teaching?
Yes

G.9.1 Describe the current work in progress, including a description of the process involved. Describe how the president/chancellor, provost, deans, diversity officer, or other key leaders are involved. Also describe the process; i.e., internal papers, public documents, reports, policy reviews, etc. If there are policies specifically for tenured/tenure track, full time members of the faculty:

Revising the MSCA collective bargaining agreement was an important part of community engagement on the campus and beyond. The new criteria for tenured/tenure track, full time faculty and part-time day faculty at Massachusetts public state colleges and universities. The contract specifically prohibits the development of departmental policies that would be used to evaluate faculty.

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A.1.1.1 Discuss how your institution defines community-engaged courses for designation, and the process for identifying community-engaged courses. If your institution formally designates community-engaged courses, please provide the standard and required components for designation, and the process for designation.

Community-engaged courses are officially defined as either service-learning or critically-engaged civic learning. The CCE is also in the process of introducing a new definition of community-engaged courses.

SSU's definition for service-learning is: a teaching methodology in which students engage in service and structured reflection tied directly to academic objectives. Service-learning meets the needs of a community partner, fosters civic responsibility and deepens academic learning. For a service-learning designation in the course catalog include: reflection, community engagement, and service.

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A.1.9 How many students participated in community-engaged courses per year?

4509

A.1.10 What percentage of students at the institution?

52

A.1.11 Describe how data provided in questions 2-10 above are gathered, frequency, and to what end:

Data provided in the previous questions are collected once a semester through the civic learning course designation processes, which fluctuated over time. This process has been undertaken by members of the Civic Engagement Committee and the CCE graduate retention fellow. Additionally, each semester the faculty via email to self-report their community-engaged course sections through the employee intranet, Polaris. This self-reporting measure tracks the number of participants, number of hours, and community partner(s) involved. The CCE to identify courses and faculty that may need resources and support for an engaged curriculum.

A.1.12 Are there institutional (campus-wide) learning outcomes focused on engagement with community?

No

A.1.12.1 Describe the institutional (campus-wide) learning outcomes focused on engagement with community.

Please provide specific and well-articulated learning outcomes that are aligned with the institution's mission and community engagement. Learning outcomes should specify the institutional expected knowledge and understanding, skills, attitudes, and values. Those outcomes are integrated into the core curriculum, and capstone experiences that include community engagement.

The 2014 Massachusetts Board of Higher Education civic learning policy mandated that all students in public higher education institutions. In response, Salem State has implemented the enactment of this mandate. In 2015, Salem State designed and implemented the outcomes as explicated in question A.1.1.1.

In 2017, the CCE developed a Civic Action Plan for the university that identified the following outcomes for the institution. These outcomes include: 1) strong authentic, equitable, and sustainable civic learning and community-based engagement across disciplines, 2) increased faculty inclusion of civic learning and community-based engagement in their disciplines, 3) student preparation for lifelong engaged civic action, both at the university and in the communities, 4) the development and enhancement of assessment tools and practices at the university, and in the community, and 5) the development of a formal brand for civic learning at the university.

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interviews with general and special education teachers and learn
administer literacy assessments and use them to plan and implem
and, in consultation with the supervising teacher, support learnin
assigned to work with individuals or small groups. In their senior
level of Professional Standards for Teachers, where learning outc
and implement lessons and assessments for small groups and the
resources for teaching and collecting and analyzing classroom ass

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A.1.15 Are departmental or disciplinary learning outcomes for stu
community systematically assessed?

Yes

A.1.15.1 Describe the strategy and mechanism assuring systemati
disciplinary learning outcomes for students curricular engagemen
Academic departments engage in program reviews on a five-year c
affairs. Some reviews are conducted by national accreditation bod
independent academic peers. Selected general education outcome
through the use of the AAC&U LEAP Value Rubrics. The university

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		<p>purpose, and citizenship) and how to apply these values in our society.</p> <p>IDS 331 Mentoring and the Mentor Relationship is designed to explore mentoring. This course explores the history, philosophy, the role of mentoring in higher education as well as other institutions and organizations. It examines mentor roles through case studies and as found in the literature. The course is given to the role of leadership in underrepresented populations. Student participation involves group process activities. Students work as mentees and as mentor and developing competencies in preparation to be a mentor at Salem State or in outside organizations. This course partners with the High School.</p> <p>Sociology: SOC 401 Community Involvement is a three-credit course that allows students to structure their learning through campus leadership opportunities. Individually with a faculty member, students develop a plan to integrate their learning through student leadership opportunities. Senior officers in student organizations are among the students who earn degree credits through this course.</p>	
<p>Internships, Co-ops, Career exploration</p>		<p>Every department at Salem State offers a career exploration program. We offers academic internship opportunities in 80% (24) of departments including Accounting & Finance, Art + Design, Biology, Childhood Education, Computer Science, Criminal Justice, Economics, English, Geography, Health, Humanities, Studies, History, Interdisciplinary Studies, Management, Marketing, Mathematics, Media and Communication, Music and Dance, Nursing, Psychology, Sport & Movement Science, Sociology, and Workforce Development. In addition to traditional internships, the university also offers experiential learning through fieldwork, and pre-practicum and practicum experiences at the undergraduate and graduate levels in 13% (4) of departments which include Art + Design, Therapy, Secondary and Higher Education, and Social Work. We offers research opportunities through courses like special projects, acting in plays, and research projects in these fields. During the 2017-2018 academic year, we completed credit-bearing internships, and review of placements in 13% (4) of departments with non-profit agencies (n=77), government offices (n=42), hospitals (n=9) and community-facing campus programs (n=1).</p> <p>Social Work: Undergraduates pursuing a Bachelor of Social Work complete over 420 hours of service with local organizations. Students attend a field seminar concurrently, meeting with peers and faculty in small groups. They are expected to complete a narrative log and other assignments that reflect on their field experience while integrating learning from the seminar. Social Work candidates are required to complete two internships with a minimum of 1064 hours of service at local agencies. Graduate students complete caseloads with faculty and peers in field seminars. Both undergraduate and graduate students provide reciprocal benefits for the community agencies. Social Work students address a range of community and human issues which include: addiction, mental health needs, adoption/foster care, case management, child and family services, treatment, people with disabilities, domestic violence and sexual assault intervention, homelessness/housing needs, hospice care, immigration/refugees needs, legal/court services, LGBTQ population, and older adult services, residential care, school services, and</p>	

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		<p>World Languages and Culture: Students in SPN 385 Community in city governmental offices, educational outreach programs including the Essex County Probate Court, and the City of Salem Services. Services provided by students included: translation of information packets, the First Time Homebuyer Financial Assistance, and the Housing Quality Standards Inspection. Students translated pamphlets for the Essex County District Court about the use of drugs, Drugs 101, and parental awareness, and about the Abuse of Prescription Drugs.</p>	
Study Abroad	Yes	<p>SSU oversees and provides access to a wide variety of study abroad opportunities. Students can study abroad for an entire year, a semester, a spring break, or over the summer. Faculty-led study travel provides course credit in the major department of the faculty member. Students gain valuable insights into course content and the global context of their experiences with faculty members abroad and earn course credit. Students can also choose to complete an internship while studying abroad.</p> <p>One interdisciplinary example of this includes the Service Learning in Jamaica trip open to Nursing and Occupational Therapy students led by Professor Leger, who has collaboratively built this opportunity with the University of the West Indies (UWI), Mona School of Nursing, and Sickle Cell Research Unit. Potential learning experiences include: long clinical experience at the Tropical Medicine & Sickle Cell Unit; distributing medical and educational supplies at either the end of the day of community engagement and service at a CBO/NGO; a community health fair with UWI students. SSU students are involved in events which plan and deliver a health-related engagement experience to the community. These events may include: a sweater drive, care packages, dressings, genetic inheritance and family planning awareness, and environmental triggers for those living with SCD (previously known as sickle cell partners).</p> <p>Since 2011, Interdisciplinary Studies, Biology, Education, and Environmental Studies have conducted field work in Liberia, engaging in a wide range of projects related to peace, food security, education, and health. Some of the projects include: pond restoration and management; computer training for university and K-12 students; geospatial mapping; and collaborative training in research techniques. Before students depart for Liberia, they take a course on the history and current situation in Liberia and to form close working relationships with students and faculty prior to the 10-day trip. After their return, students complete a project based on their work in Liberia. Most of the students participate in the project at SSU Undergraduate Research Day.</p> <p>Another study abroad example includes SSU Chemistry Professor Leger's themed service-learning trip to Southwest Morocco in collaboration with students. SSU students assisted at a number of rural health centers, cleaned beaches, and helped local villagers set up farms to address food insecurity. SSU students performed collaborative research with the University of Agadir on water quality in the areas where the samples have been transported back to SSU for further analysis.</p>	
Alternative Break	Yes tied to a	<p>During an alternative break trip to Ireland, two Geography students participated in seminars with faculty guest lecturers from the National University of Ireland.</p>	

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course		<p>the fighting in Northern Ireland, peace and reconciliation in and the development of sustainable tourism. One of these G also led several trips to Barbados during Spring Break to ad social justice while exploring race relations in the Caribbea universities is the preparation of the workforce for the glob demonstrates that when faculty/staff of color lead classes t participation by students of color. Studies have also shown participate in high-impact practices such as study abroad h and academic success, something that is very important for Salem State. The Barbados trips tripled and quadrupled the participating in these types of trips. In addition, these exch collaborations between SSU faculty and staff and with the U Hill (UWI).</p>
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A.2.2. Has community engagement been integrated with curriculum any of the following structures? Please select all that apply:

Curriculum	Selected	Description
Graduate Studies	Yes	<p>There are 13 graduate programs at Salem State that incorporate community engagement into their curricula, which include: Art + Design, Business,</p>

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		<p>licensure program to engage in classroom observations and throughout the community. This program is a one-semester of at least 300 hours in a middle school mathematics students are supported by cooperating teachers and college their professional knowledge and skills working with early a</p> <p>Occupational Therapy: Students in OCT 822 Civic Advancem OCT 728 Community Communication and Leadership provide educational sessions to community leaders on how t addressed. They also run groups. The number of students varies between 5-10 and 10-20</p>

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General Education		

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		partnership with The North Shore Community Development C

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		<p>PWH collects medical supplies that U.S. healthcare facilities ship them to countries in need. Students sifted through needles and syringes in sealed containers, and other medical supplies in a shipping container for the next PWH mission trip to Senegal. PWH is anticipated to be biannual service trips for students in the future.</p> <p>The Massachusetts Poetry Festival is the state's largest poetry festival in New England. 2018 marked the 10th year of the annual festival. For the past eight years, SSU, in partnership with the Peabody Essex Museum, Salem, Destination Salem, Hawthorne Hotel, and other local organizations, has taken an active role as a festival sponsor. An English professor served as the festival director, the event, which was also strongly supported by English faculty and staff in downtown Salem, the festival attracted 1,500 poets and poets from all over the world to date. SSU faculty and students served in the festival as committee members, public relations and marketing contributors, festival headquarter volunteers, leaders of the SSU slam team, speakers, and event organizers.</p>	
<p>Community service projects - within the campus</p>	<p>Yes</p>	<p>Salem State has several community service projects that are listed below:</p> <p>Let's Move Salem!: This is an annual event sponsored by the Peabody Essex Museum and promotes exercise and healthy eating for elementary school children and their families. SSU students conducted planning meetings with school staff to determine the health needs that are observed in the community, and to become familiar with the community about structuring event activities, and to become familiar with the community. Move to local families. Focus groups were held with children and parents where the student coordinator could solicit input and feedback. The planning and assessment efforts resulted in an event that provided information about their health and nutrition. At the conclusion of the event, student volunteers are asked to reflect on their learning and how the event may influence their future behavior.</p> <p>Build-A-Bed: The Vikings Build-a-Bed Challenge was held at the D. G. Gassett Fitness Center and was sponsored by the CCE, Athletics, and Every Child, the Massachusetts Coalition for the Homeless. Fifty pairs of SSU students or alumni from various clubs, teams, and organizations came together to build, sand, and paint a bed in one hour. The four-hour period, which helped ensure a good night's sleep for 50 children in the North Shore area. These 50 beds joined an additional 50 beds to children in need at the end of the month.</p> <p>Haunted Happenings is a community service initiative run by the Salem State Student Government Association. SGA requires that 1-2 members from each registered organization attend the event and host a trick-or-treat table where children can have their face painted, etc. while also receiving candy. They also have a bouncy house, and a haunted house. SGA sends flyers to inform parents and children about the event. SGA sends flyers to inform each of the elementary schools in Salem. An estimated 300-400 children attend the event per year.</p> <p>Although not traditional community service projects, the next year we will bring the campus community together to discuss very timely social justice issues and to get involved post-forum:</p> <p>Compassionate Conservation Forum: This forum was organized by the</p>	

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		<p>Public Affairs and co-sponsored by the Tufts University Center for Policy and brought together representatives of wildlife organizations and animal control officers to discuss strategies to improve wildlife management level in Massachusetts.</p> <p>Mental Health Symposium: Organized by SSU's Center for Community Health, participants joined leaders of the Commonwealth to identify mental health needs of young citizens and determine improvements. Steps to be taken to ensure access to support for those in need.</p>
Alternative break - domestic	Yes	<p>In 2017-18, the Community Service Initiative coordinated two trips to Texas and South Carolina. Both of these trips worked with local chapters to build homes for local families. In South Carolina,</p>

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		events of WWII and the Holocaust; and examining how different events.
Student leadership	Yes	The LEAD Office coordinates s0000 7451 r00.000000 08900BT /F2 10. f-J ET v

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		interested in municipal government, community or economic or social services. Another example is the Congressional Internship through the Political Science Department. This program is offered without credit. The students who go to D.C. without credit (like those who go with Political Science faculty when they return and participate in the program) meet with Political Science faculty when they return and participate in the program.

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		<p>consists of a campus toy drive during the holiday season, with a cruiser vehicle full of toys that are then delivered to DCF and low income children.</p>
Other (please specify)	Yes	<p>In addition to the categories listed above, students engage in community engagement through Counseling and Health Services, Residence Life, and the CCE. Through Counseling and Health Services, the university partnered with the City of Salem for the Sexual Assault Awareness Proclamation. Salem State community members also participated in HAWC, a local non-profit organization that helps survivors of domestic violence. University community members have also participated in other community walks and activities, to include: North Shore Medical Center's Walk for Cancer, Take Steps for Crohn's and Colitis, and Out of the Darkness Suicide Prevention. In Fall 2017, students and staff from Counseling and Health Services partnered with Harbor Health Services to provide free skin cancer screenings and sun safety education to university members on campus every spring.</p> <p>Through Residence Life, students and staff have engaged in various community activities, to include: clothing and supplies drive for the Li Children's Thanksgiving Read Aloud; the creation of fleece blankets for a shelter; the creation of Valentine's Day cards for elder community members; and the creation of Care Kits for people in need. At the end of each</p>

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institutional commitment to these co-curricular records. The result
by the student and affirmed by the university is an additional cred
market themselves.

Also, students who choose to use Give Pulse can create their own
of the community-engaged courses they have taken and other co-c
opportunities they may have participated in as well as their numb
indicators like services or goods provided. Students can update a
time they choose.

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developmental pathways for students as they progress from Begin
(Understanding) to Advanced (Skills & Influence). Although the go
year, LEAD is currently in the process of connecting specific prog

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the North Shore while it creates an ever more globally aware and inclusive environment. Inclusion is listed as a university core value in the promotion of an inclusive campus environment that respects human dignity, celebrates diversity, promotes global awareness, and inspires students to become champions of social justice and the common good.

The strategic plan identifies two goals that align community engagement with the university's mission. The first goal, Collaboration, Inclusion, and Stewardship focuses on creating a culture of inclusion, accountability, collaboration, and stewardship. This goal is achieved through showcasing the accomplishments of faculty, staff, students, and alumni; equipping and engaging members of the SSU community to be effective in the wider community; and generating a stronger sense of pride and ownership among members of the campus community. The second goal, Student Success, focuses on creating a challenging and supportive learning environment that fully engages students and promotes attainment of academic, personal, and career goals. The goal is to ensure that students acquire the necessary knowledge, skills, and experiences to become informed and engaged citizens who value diversity and champion social justice. The goal is to promote Inclusive Excellence to promote a spirit of service and heightened engagement among members of the campus community.

Some examples of this vision have already been seen through the work of the Center for Community Engagement and Inclusion. Every year, this Center convenes a group of colleagues and students to plan SSU's annual MLK Celebration, which has been celebrated for over 29 years. As a result of the university's mission and commitment to social justice, the Planning Committee began offering a Day of Service component in the MLK Day of Service project provides students, staff, faculty, alumni, and community members an opportunity to assist non-profits with critical need-based projects. The project is themed to focus on local community engagement, social justice, food insecurity, homelessness, and children's rights.

In 2017, the CCE and Chief Diversity and Inclusion Officer collaborated with the Center for Community Engagement and Inclusion to create a Truth, Racial Healing & Transformation Center (TRHT) at SSU. The center's mission is to create a positive narrative about race in the community; to promote racial equity and justice in the community; and to erase structural barriers to equal treatment in the economic, legal, educational, and residential components of the community. Although the center did not ultimately awarded the grant, this process brought together the university's commitment to Inclusive Excellence in a way that will enable collaboration in the pursuit of social justice.

D.2. Is community engagement connected to efforts aimed at student success?
Yes

D.2.1. Please describe and provide examples:
Community engagement is connected to student retention and success through the Moving Forward, Giving Back (MFGB) program.

Moving Forward, Giving Back (MFGB): Salem State University's First-Year Experience Program

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staff, and outside constituents who conduct research with human p
on Research Collaborations, sample proposals and exemplars, sup
forms, recruitment procedures, and others. As part of the IRB pro
faculty and students involved in research with human subjects pro
SSU only requires the basic training package, but add-on modules
and community-based participatory research are available to facul
members of the IRB have worked closely with the CCE and are ava
faculty, and community partners in developing community-based re

As a teaching institution, the IRB supports student research by re
as a teaching and learning tool, as well as student projects intent
at conferences and internally at SSU s Undergraduate and Gradua
the academic departments require students to conduct capstone p
theses, and senior projects, many of which are in collaboration wi
social service agencies, hospitals, and schools. These projects ar
ensure they meet federal guidelines and institutional policies and

D.4. Is community engagement connected to campus efforts that s
Broader Impacts of Research activities of faculty and students?
Yes

D.4.1. Please describe and provide examples:

The following are examples of federally-funded projects at Salem

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Textile Innovation Center Feasibility Study.

" USDA Agricultural Research (\$44,000 total) for acquisition of goods and services

" National Endowment for the Humanities (\$39,995 total) for Networked Learning

Comprehensives: Digital Humanities beyond the R1 and SLAC.

D.5. Does the institution encourage and measure student voter registration?
Yes

D.5.1. Describe the methods for encouraging and measuring student voter registration.
According to the Institute for Democracy and Higher Education's *Measuring Student Voting and Engagement* (2017, p. 3), SSU had a 65.2% student voting rate, which is above the national voting rate for all institutions. This strong voter engagement rate is the result of a triad of active voter registration in classes and residence halls, targeted voter education and election programming called *Your Voice, Your Vote: Election 2016*, and a concerted voter registration effort. In recognition, SSU received a Silver Seal for Excellence in the All IN Campus Democracy Challenge, which is now mentioned in the *College Board's* language. On November 1, SSU was named to Washington Monthly's *Top 100 Student Voting*. A part of *The College Guide and Rankings* which recognizes the contributions of schools doing the most to turn students into citizens.

Below is a listing of the programming that occurred between September and November 2016. The items with an * were part of an ongoing Pizza and Politics series.

" 9/15 Constitution Day Speaker: Judge Nancy Gertner (150 attendees)
(200 attendees) " 9/28 Race, Immigration, and the 2016 Election Panel
Voter education and registration in the Point Neighborhood S-L project
course (40 students) " 10/3-7 Election Teach-In across campus (~100 attendees)
" 10/6 Get Out the Vote Design- A-Thon and Hack the Vote (50 participants)
on campus S-L project through Speech Communication course (50 attendees)
Watch Party sponsored by ONE student organization (40 attendees)

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participants and registered over 900 voters.

D.6. Is the institution committed to providing opportunities for stu
social, political, or ethical issues across the curriculum and in co
component of or complement to community engagement?

Yes

D.6.1. Describe the ways in which the institution actively promote
issue:

There is considerable evidence that the university is committed to
to discuss controversial issues across the curriculum and the co-o
engagement. The creation of the CCE demonstrates the allocation
community engagement and timely activities to engage the campus
Examples of such activities include: election debate watch parties

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inclusion issues. Their initial commitment involved training 10 tra
capacity on campus.

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College of Arts and Sciences, and the College of Human Services and innovation through entrepreneurial programs and activities. The business ventures and the academic, commercial, governmental, and with them through educational research and consulting efforts in entrepreneurial activity throughout the community. In addition to Business also offers a major and minor in Entrepreneurship.

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related Outreach has traditionally focused on the application and provision of institutional Partnerships focus on collaborative interactions with community and related social exchange, exploration, and application of knowledge, information, and resource development, etc.). The distinction between these two is grounded in the concepts are explicitly explored and addressed in partnership activities. Community eng

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		CCS acknowledges that schools cannot carry out their mission surrounding community and enlisting the help of its members. Schools are challenged to find ways to overcome these challenges.

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programs		structure of a regularly scheduled classroom course, the co or the flexibility of a hybrid course that meets both on camp semester and online courses, institutes and winter session opportunity to take many high-quality courses in an acceler Full-time and part-time faculty can offer Continuing Educati

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		<p>Classes meet for two hours Monday through Thursday in the selected Friday mornings, a Coffee Hour is held featuring are welcome to attend the Coffees. During winter and summer special presentations usually two mornings a week.</p>
<p>Evaluation support</p>	<p>Yes</p>	<p>In Fall 2017 and Spring 2018, public relations students in the program partnered with the Communications Director for the SPS District. Students were able to apply their course concepts to a client that resulted in the creation of a communication audit for the School District. This report included preliminary demographics, a local media coverage analysis, a social media analysis, and an evaluation of current communication strategies. Student recommendations for improvement.</p> <p>The Occupational Therapy faculty collaborate with the SSU assessments and educational workshops for faculty, student and a faculty member are involved each year.</p> <p>Professor Moore (Sociology) serves on the Salem Food Policy Commission. In this position worked on the Salem Community Food Assessment with community stakeholders together to identify potential barriers in accessing safe, healthy, culturally appropriate, and affordable Community Food Assessment. The Salem Community Food Assessment culminated in the SFPC's thorough evaluation of Salem's food system. The primary areas of focus to the SCFA: food insecurity, community food waste, and food waste. Each of these areas impacts how and where nutritious and affordable foods.</p>
<p>Training programs</p>	<p>Yes</p>	<p>The School of Education (SoE) provides professional development for teachers of many disciplines and levels. Local teachers receive SSU course and SSU hosts the Best Practices Conference in order to fully utilize HMLS as a lab school for the continued SSU and HMLS have committed to the following:</p> <p>Classroom observations by SSU Students: SoE and HMLS im</p>

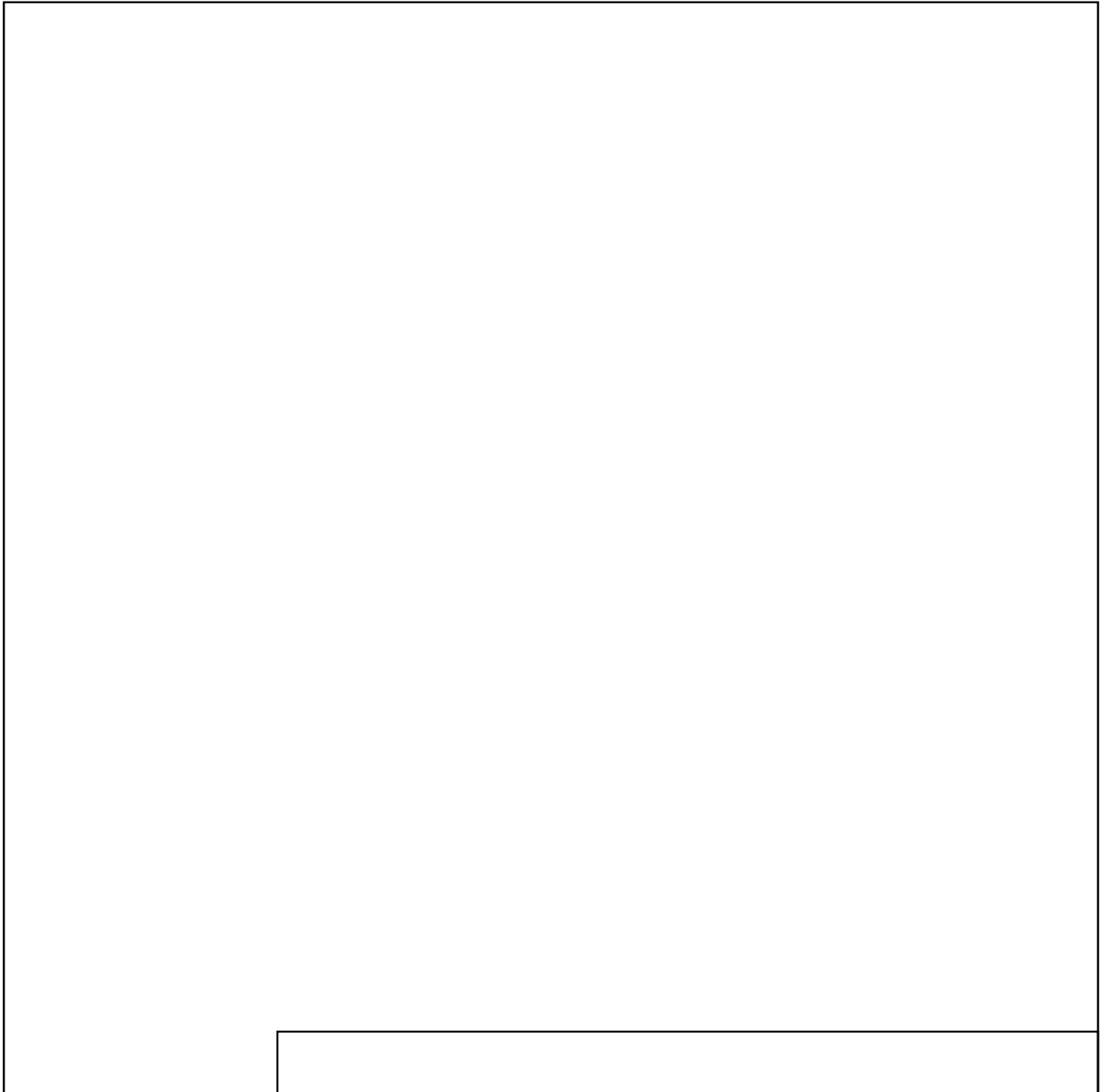
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		<p>year has the opportunity to apply for a Salem State fellowship for graduate or undergraduate education degree and/or licensure.</p> <p>The School of Social Work alumni group, Friends of the School of Social Work with Social Work faculty to offer at least one professional development activity that address timely issues within the field.</p>	
<p>Professional development centers</p>	<p>Yes</p>	<p>In collaboration with the Enterprise Center, SSU offers Talent Development programs to help employees develop into team leaders. These programs are designed for businesses with fewer than 20 employees. This program also works with individuals who have been unemployed back to school and provides certificates in skills training (credit/professional development). This program is funded by the Enterprise Center Board.</p> <p>The Massachusetts Small Business Development Center (MSBDC) provides confidential business advising, and free or low-cost business consulting services to businesses raise capital and start or grow in Massachusetts. Seminar topics include business plans, business startup, marketing, financial management, export assistance, and government contracting. Services are provided at the Enterprise Center in Salem and at community colleges in Salem and Woburn.</p> <p>In addition to the Enterprise Center's initiatives, academic and professional development opportunities for the local community. The Department offers Salem as Immigrant City, which consists of workshops for Salem Public Schools and presentations on immigration status at the House of Seven Gables. Professors in the Museum of Art and History</p>	<p>Talent Development</p>

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		<p>through various programs. Salem State also hosts sports camps and organizations for the following sports: boys soccer, boys basketball, girls soccer, and field hockey. All camps and clinics offer scholarships to community members and non-profits. The City of Salem, Salem State University, and non-profits like the Boys and Girls Club have access to university facilities at a discounted rate. The Athletics department also provides facility access to school teams as needed when games/events are affected by weather. Additionally, Athletics hosts 30-50 Girls Inc. participants each year for National Girls and Women in Sports Day. Lastly, Athletics provides facility access for private renters like the Viking Skate Club and admission is free for Salem residents.</p>
Library services		

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faculty members presented thematic talks during this event, Shore community.

In 2017-18, Economics Department professors Ardon and Ph workshops on personal finance on Wednesdays and Thursdays members could attend any sessions that interested them to literacy.

The Summer Conference and Hospitality Services initiative 2017-18 academic year and launched summer 2018. This initiative facilities such as dorms, dining halls, and classrooms for in rent. For example, the 2018 Upward Bound Jamboree was held 225 high school students from all over Massachusetts. Attendees SSU Sophia Gordon Center for Creative and Performing Arts newscaster Cheryl Wills and SSU Executive Vice President.

In collaboration with Citizens Inn/Haven from Hunger and the mobile food pantry was created and designed to help address and the surrounding community. It is intended to be welcoming stigma associated with the need for food. One data set that this pantry at SSU was the Basic Needs Security survey 0JJ.

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Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification by the Carnegie Foundation. The classification is offered to campuses that can demonstrate meaningful partnerships with local, regional, or national institutions of higher education and their larger communities (local, regional/statewide). These partnerships are characterized by beneficial creation and exchange of knowledge and resources in a context of partnership. Partnerships that meet the standards of community engagement are grounded in the qualities of mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Carnegie Community Engagement classification is offered by the Carnegie Foundation and is available to all campuses in the United States. For more information about the classification, please go to [Carnegie Foundation Website](#).

We would like to ask you to assist with this classification process by providing a survey (LINK provided). While your participation in the survey is entirely voluntary, your responses and the data generated from the activity are valuable in evaluating campus community engagement. Beyond the survey, your ongoing partnership with the campus and the responses provided by community partners contribute to a national effort to assess and improve community engagement and campus-community partnerships. We are grateful that you and your campus are collaborating for the purpose of deepening the quality and impact of community engagement.

In order to be able to assess and improve partnership activities, it is important to collect data on the quality of these partnerships. The responses you provide are confidential and will not be shared by Swearer Center for Community Engagement with the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's impact on the community.
3. My community voice is heard and I have a seat on the table in important campus decisions.
4. The faculty and/or staff that our community partnership works with take special care to ensure reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding community engagement for the mutual benefit, both from community partners to the institution and from the institution to community partners.
6. The partnership with this institution had a positive impact on my community.
7. Describe the actions and strategies used by the campus to ensure mutual benefit.
8. Please provide any additional information that you think will be important for the campus to know. How do you think partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

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Please indicate whether you consent to having your responses used for research purposes. This information will be used for the Administrative home of the Carnegie Community Engagement Classification. For aggregated and no individual partner or campus information will be identified. For more information, contact the Carnegie Foundation via email at mc@ Carnegie@brown.edu

The button below "Add Partner" will prompt questions related to the partnership. An email will trigger the survey to send instantly. If you do not wish to send the survey, you can choose to add their email information before you submit the full application.

The purpose of this question is to illustrate the institution's depth and breadth of community engagement, reciprocity and mutual benefit. Examples should be representative of the range of activities across a sampling of disciplines and units.

Partner #1

Project/Collaboration Title	Salem Public Schools
Community Partner Information	
Organization Name	Salem Public Schools
Point of Contact	Emily Ullman, Director of Community Engagement and Partnerships
Email	eullman@salemk12.org
Phone	978-778-8972
Institutional Partnership	School of Education, Chemistry Department, Media and Communication Department, History Department, Center for Holocaust and Genocide Studies, Scholars Program, Honors Program

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<p>Purpose of this collaboration</p>	<p>Salem State began as a normal school for teachers and has many collaborations with Salem schools for over 100 years. Salem Public Schools collaborate with the School of Education and programs throughout the university. The School of Education has teaching fellows, and interns throughout Salem Public Schools, particularly close relationship with the Horace Mann Laboratory School where education students can gain experience and confidence in the classroom through practice under the guidance of faculty and experienced administrators. A full-time faculty member in the School of Education worked at the Horace Mann Laboratory School for two years (2016-2018) in an effort to build relationships between the two schools. The School of Education also participated in an inclusive enrollment initiative that brings high school students with disabilities into college-level classes. A full-time faculty member in Media and Communication served on the planning committee for the school district and an advisory board for the school redesign. Individual departments participate in curricular civic education on issues like the environment and sustainability, family diversity, accessibility, and digital media and identity. Various public schools participate in Year Day of Service. The School of Education, the Center for Health and other offices provide continuing education opportunities for teachers in Salem Public Schools. Salem Public Schools collaborates with various programs such as the Girls' STEM Academy, 100 Males to College Program, and the Scholars Program. Salem State also participates in the Common Partnership, which allows Salem High School students, among others, to attend and simultaneously earn high school and college credit.</p>
<p>Length of Partnership</p>	<p>10+ years</p>
<p>Number of faculty involved</p>	<p>25 per year</p>
<p>Number of staff involved</p>	<p>10 per year</p>
<p>Number of students involved</p>	<p>25+ per year</p>
<p>Grant funding, relevant</p>	<p>\$140,000 Commonwealth Grant for Charlotte Forten Scholars Program; Commonwealth Grants for 100 Males to College; \$7,500 SSU Student Support Grant for STEM Academy; \$20,000 for Inclusive Concurrent Enrollment Initiative</p>
<p>Impact on the institution</p>	<p>Salem Public Schools serves as a training ground for students, teachers, community educators, counselors, and administrators. Through internships, opportunities and fieldwork placements, students have an opportunity to gain experience in the classroom and apply classroom knowledge about teaching to real-world settings. Students in Media and Communication gain experience in the field by creating materials like a communication audit for the school district. Students design civic engagement projects collaborate with Salem Public Schools administrators to provide unique, inclusive, and hands-on education for college and K-12 students. Faculty and administrators keep current on continuing education opportunities for educators.</p>

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Impact on the community	Salem Public Schools benefits from its partnership with Salem State University. Our expertise in media and communication help provide consultation and support to the Director of Communication and Director of Community Engagement and provides student teachers, teaching fellows, and other educators (and other providers) for various Salem schools and serves as a pipeline for future teachers, counselors, and administrators. The support provided by Salem State University keeps classroom teacher-to-student ratios low. Various programs and opportunities keep K-12 teachers informed on current best practices. Curricular civic engagement projects provide opportunities for addressing pressing social issues that affect their community, such as climate change, diversity and inclusion. Programs such as Charlotte Forten School for Girls, STEM Academy, and the Commonwealth Dual Enrollment Partnership Program provide for local high school students. The Inclusive Concurrent Enrollment Program provides the opportunity to participate in inclusive college courses.
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Partner #2

Project/Collaboration Title	LEAP for Education
Community Partner Information	
Organization Name	LEAP for Education
Point of Contact	Cynthia Saris, Executive Director
Email	lsaris@leap4ed.org
Phone	978-740-6667 ext. 109
Institutional Partner	College of Arts and Sciences, School of Education, Center for Communication Department, Charlotte Forten Scholars
Purpose of this collaboration	LEAP collaborates with Salem State in many ways. The Charlotte Forten Scholars partnership between LEAP, Salem State, Salem High School, and Salem State faculty teach college-level classes to 45 Salem High School students. LEAP hosts weekly check-ins and a summer orientation that prepares students for college-level work, including academic skills workshops, remedial math, and Males to College is a statewide program designed to increase college success for young men. Salem State faculty have participated in various programs that support students in Salem, Lynn, and Lawrence. The Center for Communication on Salem at SEA, an academy that provides educational opportunities for English Language Learners every summer when funding is available. The Center for Communication Sciences and Girls Inc. of Lynn, LEAP participates in the Girls Inc. STEM learning opportunities for young girls. LEAP co-hosted the Charlotte Forten Scholars technology event for all ages planned and implemented by Salem State University. Students from departments like Social Work and Education complete internships and students across the university regularly serve as mentors to school students. LEAP serves as a site for Salem State's First-Year Experience. The provost serves on LEAP's Board of Directors, most recently as co-chair. The executive director serves on several Salem State boards, including the Board of Trustees, Schools.
Length of Partnership	10+ years

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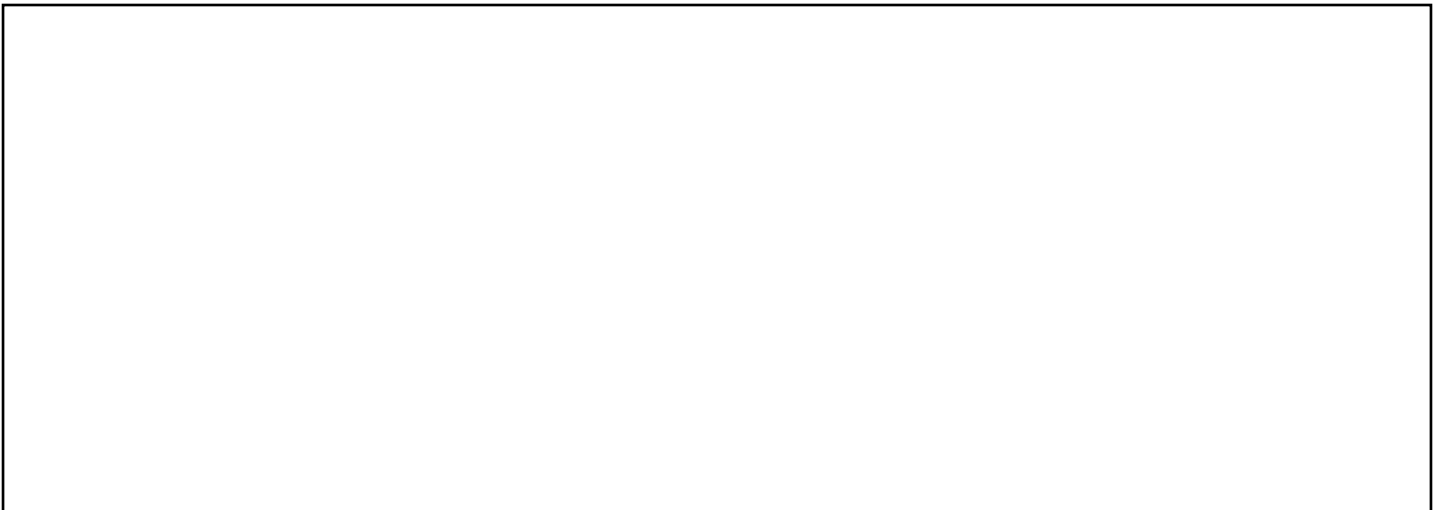
Purpose of this collaboration	Salem State's partnerships with Girls Inc. of Lynn help Girls Inc. inspire girls. Salem State faculty and staff participate in the structured enrichment activities for middle school girls through provides physical space for this program as well. Girls Inc. of State interns, some of whom are hired upon graduation. A Salem the Board of Directors, and staff, faculty, student groups, and develop curricula around social issues like racism and feminism participates in the Girls STEM Academy in partnership with Salem and Salem State's College of Arts and Sciences. Girls Inc. of Lynn First Year Day of Service. Finally, Salem State celebrates Girls February, during which Salem State faculty and student athletes benefits of playing sports in college.
Length of Partnership	10 years
Number of faculty involved	8 per year
Number of staff involved	6 per year
Number of students involved	50 per year
Grant funding, relevant	\$7,500 SSU Strategic Planning Grant for Girls STEM Academy
Impact on the institution	Students, faculty, and staff who engage with Girls Inc. of Lynn and understand issues affecting girls in their community, national mentoring relationships, Salem State students develop leadership inspiring young girls and, in turn, better understand how girls communities. Through internship and employment opportunities, opportunity to develop career-enhancing professional skills. So Salem State because of these meaningful partnership experiences; as student enrollment and reflects the community's positive perception.
Impact on the community	These partnerships serve approximately 50 girls every year and and academic success. This is particularly true for those partners pursue higher education. Salem State mentors often encourage preparing for the future, and girls benefit from experiences like academic experiences led by Salem State faculty, such as the G other partners also promote girls personal growth by both modeling decision-making and positive behaviors. Girls Inc. of Lynn has Salem State's Civic Engagement Hall of Fame honorees, each of whom local nonprofit organizations.

Partner #4

Project/Collaboration Title	TRIO Upward Bound
Community Partner Information	
Organization Name	TRIO Upward Bound
Point of Contact	Monna Savastano, Program Director

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Number of faculty involved	2
Number of staff involved	2
Number of students involved	40-50 per year
Grant funding, relevant	Combined \$500,000 from the Commonwealth of Massachusetts, U.S. National Oceanic and Atmospheric Administration
Impact on the institution	Students benefit from various CCML partnerships and learning experiences. These include working with zebra fish at Children's Hospital in Boston; studying cephalopod mollusks at the Marine Biological Laboratory in Woods Hole; integrating aquaponics into K-12 classrooms; assisting with the mussel culture operation in the federal waters of the Atlantic Ocean; developing lobster baits for local fishers; and characterizing sea cucumber species in Brunswick. These experiences provide students with valuable, real-world, and networking experiences and demonstrate Salem State's commitment to experiential learning that benefits the local, regional, national, and international community.
Impact on the community	CCML participates in a number of outreach efforts by sharing research with larger aquaculture and marine biology communities, including state and federal agencies; and the general public. Since 2000, nearly 1,000 softshell clams have been produced and distributed to more than 40 communities in Massachusetts. CCML is a provider of softshell clams in Massachusetts and one of only two in the Northeast. Annually, CCML shares fish feed to Wilmington High School and other schools. Spawning and rearing at their facilities with K-12 teachers and students at no cost, including Bourne High School, Essex Technical High School, and others. Over 1,800 people have toured the CCML facilities, nearly 1,750 requests have been received and addressed, and over 130 K-12 educators have taken part in CCML programs. In addition, CCML research has been shared through 40+ professional conferences and presentations at 60+ professional, technical, and lay meetings. CCML provides taxpayers and citizens with factual, timely information and address environmental issues with increased competence and confidence.

Partner #8

Project/Collaboration Title	North Shore Community Development Coalition
Community Partner Information	
Organization Name	North Shore Community Development Coalition
Point of Contact	Mickey Northcutt, Chief Executive Officer
Email	mickey@northshorecdc.org
Phone	978-745-8071
Institutional Partner	Interdisciplinary Studies Department, Sociology Department, Political Science Department, and over 521rrx ET 1.000000 1.000000 1.000000 rg 1.000000 1.000000 1.000000 rg

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Impact on the institution	MFGB provides an opportunity for new students to connect with surrounding community. Survey and retention data show that students are more likely to earn a higher GPA and remain at Salem State University if they participate. By participating in MFGB, students gain increased knowledge about more about the issues facing the community; examine their own perspectives; learn new skills; reflect on how their contributions help make the community more meaningful connections with their peers. MFGB provides an opportunity to connect with new community partners. Enduring partnerships, such as the GreenSpace community garden, have grown out of MFGB activities. Through students with an introduction to the community partners we collaborate with, students future volunteer, internship, or work opportunities in the non-profit sector. The range of community partners reflects many of social justice issues that students have an opportunity to learn more about these issues and consider ways to address inequality.
Impact on the community	MFGB connects students to approximately 35 community partners. Community partners express gratitude not only for the work students perform but also to discuss issues facing the communities their organizations serve. Activities include planting and harvesting in a community garden, hosting field days for students with intellectual disabilities, and school and park cleanups among o

Partner #10

Project/Collaboration Title	Health and Healthcare Partnerships
Community Partner Information	
Organization Name	North Shore Elder Services, University of West Indies Kingston Senior Center, Brooke House, North Shore Medical Center, City of Peabody and Danvers, Recovery Centers of America, among oth
Point of Contact	Paul Lanzikos, Executive Director of North Shore Elder Service
Email	planzikos@nselder.org
Phone	978-624-2245
Institutional Partners	School of Nursing, School of Social Work, Healthcare Studies Department, Sport and Movement Science Department, Athletics
Purpose of this collaboration	Salem State's health-related programs are among those with the highest rates and of the richest long-standing partnerships. Salem State's health-related organizations that promote health and health equity in the community with the university's strategic plan to develop place-based solutions to social challenges in the community. Through field placements, internships, and curricular engagement activities, these partnerships promote health and well-being in the North Shore region and beyond.
Length of Partnership	20+ years
Number of faculty involved	2
Number of staff involved	20

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Purpose of this collaboration	Northeast Arc partners with Salem State in several ways, including pairs adults with intellectual disabilities with student volunteers facilitated by various student groups on campus, and intern placements in Healthcare Studies, Sociology, Occupational Therapy, and Social Work. Project SEARCH, a collaboration designed to provide work ready structured learning activities and practical internships at a hospital as a site for Salem State's First Year Day of Service.
Length of Partnership	10 years
Number of faculty involved	5
Number of staff involved	6
Number of students involved	60-70
Grant funding, relevant	N/A
Impact on the institution	This particular partnership has been very fruitful in terms of student learning. Many of the initiatives born from this partnership have been developed by students and student organizations. These include recreational activities, holiday parties and celebrations, and administrative support among others. Interns from many different departments; these opportunities help students gain experience working with adults with intellectual disabilities and managing a project. Project SEARCH participants make valuable contributions to the community.

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<p>Purpose of this collaboration</p>	<p>Salem State University partners with the Enterprise Center, the Economic Development (Alliance), and the North Shore Workforce support entrepreneurship, business growth, economic development in the North Shore region. This partnership provides support to region in terms of strategic economic development and growth, and it p work after graduation. As an advocate and voice for the North S the Enterprise Center offers programs, educational resources, a regional businesses grow the economy of the North Shore. Its 5 located on the Salem State campus, is an entrepreneurial hub w same small businesses that benefit from its programming. Small such as the Salem State Small Business Development Center an Business Development are located within the Enterprise Center. convener and catalyst that creates and supports economic deve collaboration, advocacy, and regional communication. This part from 30 regional communities to explore and act on issues that the region and in the Commonwealth. The WIB is composed of k business and community leaders who are appointed by the Mayo communities that make up the North Shore region. The board se making body for federally-funded employment and training servi addresses critical labor market issues and develops strategic p development leaders, K-12 and higher education systems, gover commerce, and community-based and labor organizations.</p>
<p>Length of Partnership</p>	<p>10+ years</p>
<p>Number of faculty involved</p>	<p>10</p>
<p>Number of staff involved</p>	<p>4</p>
<p>Number of students involved</p>	<p>40+ per year</p>
<p>Grant funding, relevant</p>	<p>Several small municipality grants; \$60,000 Economic Development Grant</p>
<p>Impact on the institution</p>	<p>Through this partnership, students have an opportunity to parti projects that promote sustainable economic growth and industry geographic information systems mapping for the City of Peabod City of Salem, and an economic geography of Salem s month-lor Haunted Happenings, among other initiatives. Through internshi Economic Development and Sustainability, students rotate throu municipalities to explore regional business development challer partnership brings both political and business leaders into the with important networking opportunities that can help them find graduation. Additionally, Business and Geography faculty have on local and regional industry trends, which supports both acad learning. The Enterprise Center houses Salem State University where students can develop business ideas and start their own educational workshops that focus on small business startup and conducted in partnership with the Alliance and Massachusetts C are open to all Salem State students. The Alliance Policymaker students with opportunities to dialogue with key policymakers a economy of the North Shore. These policymakers have included secretaries, the Speaker of the House of Representatives, and</p>

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material resources more equally available. One way that faculty do so is by incorporating project development that is used to compensate community members and organizations for their resources, energy, and contributions to the execution of the CECL initiative. For example, the Mentoring Program is funded by a grant from the Boston Foundation. This funding allows partners to work on the project.

Acknowledging and addressing power dynamics also requires reciprocity, naming all stakeholders. Based on the notion that the collective can do more together than individuals, we engage in realistic, transparent, and accessible communication that involves all stakeholders to accomplish this, stakeholders encourage an inclusive dialogue of equals where all voices are heard. We assign roles and responsibilities that both attend to partners' skills and strengths. For example, the Center for Childhood and Youth Studies regularly meets with faculty, staff, members, and students to discuss issues, identify strategies for change, and implement solutions.

E.2.3. Are there mechanisms to systematically collect and share information regarding partnerships, reciprocity, and mutual benefit, both from the community to the institution and from the institution to the community?

Yes

E.2.3.1. Describe the mechanisms and how the data have been used to promote mutual benefit:

SSU uses a variety of mechanisms to systematically collect and share information with community partners, to include: community partner breakfasts, Alternative Spring Break surveys of community sponsors, and the Salem Public School District. An example of this includes survey results from the Let's Move Salem project, which involved participating families through the Salem Public School District.

Additionally, faculty who employ the CECL framework often incorporate CECL initiatives, which can take the form of pre-test/post-test surveys. For example, in the Salem Civic Media project, Professor Vincent conducted interviews with SSU students and Salem Public School (SPS) students and community members, SPS students, and SPS teachers. The interviews were part of a larger project to explore the role of media in civic education.

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ensure mutually beneficial and reciprocal collaborations.

IV. Reflection and Additional Information

(Optional) Reflect on the process of completing this application. Were there any unexpected findings developed across the process?

As stated throughout this application, community engagement is embedded in the DNA and history of the university: it frames the institution's identity as a public university in New Jersey. At Salem State, community engagement is not just a passing trend but is intrinsic to the university from its very inception. As can be seen throughout this application, community engagement is connected to the central mission and strategies of the university: it is embedded in nearly every institutional decision that shows the dedication to community engagement from every academic department across the institution (curricular, co-curricular, business operations, administrative). This can be seen because Salem State takes a holistic approach to community engagement: curricular and co-curricular components work together to ensure that community engagement is not live in one office or is the responsibility of one person, but instead is a shared focus across the institution. This can also be seen in the scope of community engagement work, which extends beyond the campus and local community to the nation, and world.

When completing this application, we had an intentional approach to the depth, and impact, of the university's community-engaged partnerships. We highlighted long-, medium-, and short-term partnerships to show the variety of partnerships as well as longitudinal ones. We also took a collaborative approach to this application by forming multiple task forces that involved individuals from every department across the institution. Administrative leaders, such as the President, were also involved in the data collection and application review process. Through our top-down or bottom-up approach we used both to ensure that nearly every voice had an opportunity to be included in this application. Our inclusive approach was designed to amplify the voices and perspectives not typically associated with community engagement and breathes throughout the institution.

As mentioned throughout the application, Carnegie has been an important part of our life for quite some time. As such, the university has used this application as a tool for reflection and to identify what we are doing well, but more importantly, what we need to improve. At Salem State, we view this application as a living document that provides a framework for our endeavors, such as a civic engagement seal on transcripts, and a commitment to fully utilizing Give Pulse to capture holistic assessment data. Our commitment to the university civic action plan to reflect areas identified through this application and strengthen. This self-study has already started the wheels of change and alterations/additions in hiring practices, the tenure and promotion process, and learning communities.

First Time Classification: The Carnegie Foundation Teaching

Created by Salem State University on 5/31/2018. Last modified on 5/31/2018.

(Optional) Use this space to elaborate on any question(s) for which you specify the corresponding section and item number(s).

One question for which we would like to expand our answer is the

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created the necessity to reference different questions for full ans
be better to include fewer sub-components in each question to all
respond to the question.

Request for Permission to use Application for Research:

In order to better understand the institutionalization of community engagement
the responses in the applications available for research purposes for both the
Partner for the Community Engagement Classification, the Swearer Center for P
education researchers as well.

Only applications from campuses that agree to the use of their application data
purposes.

No identifiable application information related to campuses that are unsuccess
released.

Please respond to A or B below:

A. I consent to having the information provided in the application
providing this consent, the identity of my campus will not be disc
No

B. I consent to having the information provided in the application
providing this consent, I also agree that the identity of my campu
Yes