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Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. For example, the number of community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year within which the data was collected. That data should not be older than 2017-2018. For example, if your institution participated in the NASCE, NSSE, or other assessment tools in the fall of 2018-2019, you may use that data in your reporting.

Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

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Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie foundation use only)

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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 understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type

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(community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data (https://nces.ed.gov/ipeds/Home/FindYourCollege) and Carnegie Basic Classification data (http://carnegieclassifications.iu.edu/lookup/lookup.php).

Salem State University (SSU), established in 1854, is a comprehensive master's-level public institution in Essex County, Massachusetts, primarily serving the region known as Boston's "North Shore." SSU has partnered with communities in all 34 Essex County cities and towns and many regional organizations over its 165-year history. The university offers 32 undergraduate and graduate programs across six colleges and schools, where 100% of these departments involve faculty and students in a variety of community-engaged experiences. The breadth of these experiences are both curricular and co-curricular, research-oriented and creative, and provide opportunity and access for each interested student.

SSU is the most diverse and second largest state university in the Commonwealth of Massachusetts. The students, staff and faculty create a campus culture of community engagement that reflects this diversity through the 8,700 undergraduate and graduate students enrolled and 1500 faculty and staff employed (2017-2018). SSU serves a growing student body from traditionally underserved populations, including first-generation (over 35% in 2017), low-income (37% of students were Pell-eligible in 2017), students of color (34% undergraduate; 17% graduate in 2017), students with disabilities, veterans, and non-traditional age students.

Salem State, originally founded as Salem Normal School, has a long and deep history of community engagement within its region. Only the fourth such institution in Massachusetts and the tenth in the United States, Salem Normal School was welcomed by the city of Salem, which endowed its first one-building site. The institution has since grown to a multi-campus university, the alma mater to over 60,000 living alumni, approximately 80% of whom are Massachusetts residents with 85% of those living in Essex County. Since its inception, SSU has cultivated excellence in regional educators and has since expanded its community engagement to prepare the next generation of social workers, entrepreneurs, nurses, and more.

Community engagement is at the heart of the university's mission as it "prepares a diverse community of learners to contribute responsibly and creatively to a global society." As SSU continues to serve as a resource to advance the region's cultural, social, and economic development, it strengthens its presence as a thought leader in key academic sectors: education, science, health care, business, arts and humanities, and the social sciences. Whether conducting interdisciplinary research on the environment of the North Atlantic ocean and seashore; collaborating with local municipalities to develop main street revitalization efforts; exploring the social, cultural, and political history of colonial America; or pursuing a passion for human rights and social justice of the sort tested in 1692 by the infamous Salem Witch Trials, SSU brings its intellectual and human capital to bear on local issues with global implications. Moreover, the university is committed to bringing students into these important discussions, thereby inspiring them to "think globally" and "act locally." Central to these efforts are commitments to place, educational access, diversity and inclusion, academic excellence, and student success. For SSU, community engagement is embedded in the very fabric, culture, and history of the university: it frames the institution's identity and guides how it educates.

B. Community:
Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

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Essex County, one of the earliest counties (1643) in the United States, comprises coastal and riverine cities and towns with diverse ecosystems and economies. It is home to the Essex National Heritage Area, which promotes and protects cultural, historic and natural heritage. The region also features some of the Commonwealth's most diverse cities, including six of Massachusetts' 26 "Gateway Cities," midsize urban centers that anchor regional economies around the state. These cities enable seamless pathways from high school to SSU or through regional community colleges (North Shore Community College [Lynn/Danvers] and Northern Essex Community College [Haverhill]).

The Gateway City with which the university works most frequently is host municipality, Salem, the second largest source of new students for the university (7.8%). Salem is a large historic coastal municipality known for its rich maritime history and the infamous Witchcraft Trials of 1692. Demographically, it primarily consists of white (77.9%) and Latino (16.2%) residents. Salem is unique because of its local political scene, which is a hub for advocacy and activism. Many local politicians, past and present, local and regional, have graduated from SSU and continue to build strong ties and bridges with the university, including the three incumbents: State Senator Joan Lovely, State Representative Paul Tucker, and Salem Mayor Kimberly Driscoll. Additionally, the current president of Salem State was raised in Salem and is the city's previous State Representative. While the median household income is ~$61,000, making it strongly middle-class, over 15% of the population lives below the poverty line. SSU quite frequently works with community members and organizations in The Point Neighborhood Historic District, which is 63% non-white, primarily Latino. The Point is distinguished from surrounding neighborhoods by its population density, lack of green space, high proportion of multi-family housing, and high concentration of immigrants.

Another Gateway City the university works with is Lynn, MA, which is the largest source of new students for SSU (9.7%). Lynn is the largest city in Essex County with ~94,000 residents. Demographically, it primarily consists of white (47.7%), Latino (38%) and black (12.9%) residents. The median household income is ~$51,000, with 20% of the population living below the poverty line. Other neighboring North Shore communities and Gateway Cities with which SSU works with include the municipalities of Peabody, Beverly, Saugus, and Gloucester. Additionally, the city of Boston is the third largest source of new students for SSU and is home to Bunker Hill Community College, the second largest pathway school to the university.

SSU's community engagement maps heavily, but not exclusively, to its academic strengths and the region's attributes. According to the North Shore Workforce Investment Board (NSWIB), the healthcare, technology, advanced manufacturing, biotechnology, and tourism sectors are Essex County's primary growth areas. SSU matches these with strong programs in healthcare (Nursing, Occupational Therapy, Healthcare Studies), social issues (Social Work, Criminal Justice and Psychology), environmental studies (Biology, Geography, Geology), biotechnology (Biology, Chemistry), education, business, and the liberal arts.

II Foundational Indicators

Complete all questions in this section.

A. Institutional Identity and Culture:

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A.1 Does the institution indicate that community engagement is a priority in 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 that prepares a diverse community of learners to contribute responsibly and creatively to a global society and serve as a resource to advance the region's cultural, social, and economic development."

As indicated above, the university's mission statement identifies three aspirational purposes: (1) a student-centered and high-quality education; (2) an inclusive, connected, and intellectually-stimulating campus community; and (3) a commitment to give back, to act conscientiously, and to serve the diverse needs of the North Shore and the greater community.

The university's vision states: "We serve the communities of the North Shore while we create an ever more globally aware and culturally diverse campus environment." One of the university's core values is "Civic engagement: We forge mutually enriching relationships with, and contribute to, the cultural and economic vitality of our region, the Commonwealth of Massachusetts, and the global community."

In 2014, the Massachusetts Department of Higher Education published its third "Vision Project" annual report, which focuses the Commonwealth's efforts on three strategies to increase the number of students graduating with degrees and certificates: 1) Boost College Completion Rates, 2) Close Achievement Gaps, and 3) Attract and Graduate More Students from Underserved Populations. In addressing the "Big 3", SSU has taken a social justice and community engagement approach to great success: the university's six-year graduation rate for the 2017-2018 academic year rose to 58%, a six-point increase over the previous year. While the university's 58% graduation rate refers to first-time students only, Salem State's 2017-18 graduation rate for students who transfer to the university was 70%. Of these numbers, Salem State has emerged as one of the top 10 leading institutions in the country for Latino student success with a 46.7% Latino graduation rate, as acknowledged by the nonprofit advocacy group, the Education Trust.

To help close achievement gaps, SSU is part of several community-oriented programs, such as the Commonwealth Dual Enrollment Partnership and the 100 Males to College Program. The Commonwealth Dual Enrollment Partnership allows underrepresented high school students to take college courses for free or at a reduced cost. SSU's 100 Males to College Program has received $100,000 in external funding to support young men of color from high schools in Lynn, Salem, and Lawrence.

To attract and graduate more students from underserved populations, SSU has updated its admission process to include a test-optional component. The test-optional path exempts students from submitting scores for the SAT, thereby addressing historical inequities for groups who have not fared well on the examination, such as low-income, first generation students, and students of color. Finally, in 2016, approximately 25.3% of SSU's undergraduate students received some form of institutional aid, making attendance possible for students who might not otherwise be able to afford Salem State.

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A.2 Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

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

SSU has dozens of community-engagement awards, including:

Alumni Rising Star Award: Established in 2013 by the Salem State University Alumni Association, the Rising Star Award recognizes alumni who have received their degrees within the last 15 years and who are already making significant contributions to greater society through professional and philanthropic work.

Civic Engagement Hall of Fame: The Hall of Fame induction ceremony began in 2010 and recognizes outstanding service provided to the external community by faculty, staff, students, and alumni. Inductees are given the opportunity to select a community partner to receive a $250 gift from the university to support a cause that is of importance to them.

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

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

The Kenneth J. McIlraith Awards: These awards are given to student organizations who best exemplify extraordinary leadership and social awareness in community and cultural activities. These awards are intended to reflect and signify the outstanding contributions that former President McIlraith made to the university.

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

MLK Leadership Awards: These are presented annually to honor one student, faculty, alumni, and staff member for their outstanding and significant contributions to the causes of freedom, justice, peace and equality as exemplified by Dr. King.

Senior Awards: Each year, graduating seniors apply for one of two types of awards. These awards are highly competitive, representing the culmination of academic and co-curricular achievement. Demonstrated involvement in co-curricular activities is required of applicants for both of these awards. Many of the award recipients selected describe their active involvement in the community,

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participating in food pantry drives, Special Olympics, Build-A-Bed, internships with civic organizations, hurricane relief efforts, fundraising in support of local non-profits, and alternative spring break trips.

Student Awards Luncheon: Each year, student organization leaders and advisors nominate peers to be recognized for demonstrating a variety of leadership values. Specifically, student leaders are recognized with individual awards for exhibiting outstanding citizenship, social consciousness, and for promoting social change. In addition, student organizations are honored for their collective achievement in demonstrating community and social awareness.

B. Institutional Assessment

B.1 Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?
Yes

B.1.1 Describe the mechanisms for systematic assessment:
The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities, partnerships, and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community, including a description of how frequently assessment occurs, and who is accountable for managing the process. Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment. This question is not focused on data about specific engagement projects, programs or service- learning courses, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.

The university has developed multiple systematic mechanisms for formal and informal assessment of community perceptions of the institution's engagement with the community. To aid in this systematic assessment, two units were created in the President's Office: External Affairs (established 2008) builds and sustains relationships within the region with businesses, non-profits, and government entities as well as with the university's neighbors; the Center for Civic Engagement (CCE; established 2015) promotes community-based and civically-engaged programming among students, staff and faculty.

Formal mechanisms the university uses to gather community engagement data include: the CCE Community Partner Survey, the National Inventory of Institutional Infrastructure for Community Engagement survey, the National Survey of Student Engagement, the Faculty Survey of Student Engagement, the Beginning College Survey of Student Engagement, Mapworks surveys, senior surveys, the Campus Climate Survey, and the Student Satisfaction Index. In 2017, the university conducted a comprehensive marketability study to better understand educational needs and opportunities for the region and the university. In 2018, a comprehensive survey of community partners was administered to gather feedback about campus efforts to engage with the community. Community engagement is incorporated into most campus-wide surveys, which gather data on student satisfaction, student participation, student learning, student outcomes, community impact, community partner feedback, and/or community participant response.

Additionally, individual courses, programs, and activities collect assessments from community partners regarding their respective collaborative efforts. Examples include data collected from alternative spring break trips (since 2007), community partners that host the university's Volunteer Van program (since 2011), Let's Move Salem (since 2013), and the First Year Day of Service program (since 2016). For the alternative spring break data collection, host Habitat for Humanity chapters and student participants are surveyed based on the learning outcomes of the trip.

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For SSU's First Year Day of Service, faculty, staff, students, alumni, and community partners are surveyed; one-on-one meetings with community partners are held to elicit feedback that shape projects for the following year; reflection sessions are held during the event; a large group reflection/sharing session is held the evening of the event; and Day of Service reunions are held, which always include an opportunity to reflect and make suggestions. Additionally, institutional data are examined longitudinally to compare Day of Service cohorts to their peers for fall-to-fall retention and fall-to-spring persistence.

Informal assessment mechanisms include community perceptions that are shared at community partner breakfasts and CCE summer institute community partner luncheons, among the staff of the President's Office, Center for Civic Engagement, Civic Engagement Committee, Community Advisory Board, South Salem Neighborhood Association, SSU Neighborhood Advisory Committee, related student organization leaders, and respective community partners. These perceptions serve as a critical feedback loop as part of the on-going cycle of continuous improvement toward accomplishing university and community shared goals and objectives.

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

B.2.1 Describe how the data is used:
If you are using a systematic mechanism for hearing community attitudes, perceptions, and outcomes, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals, and other specific illustrations of application of the community perception and outcome data.

Assessment data specific to community engagement are used to inform university strategic planning, academic program review, professional development, accreditation reporting, grant and award proposals, SSU Neighborhood Advisory Committee meetings, neighborhood and community relations, marketing efforts, continuous improvement efforts, day-to-day program planning and management decisions, and state-wide civic learning assessment.

Community engagement assessment data are used to inform the university strategic planning process, which is further explicated in Question C3 below. For programs where community-engagement is a core element of their educational process, like social work and education, assessment data are used in academic program reviews to develop and maintain reciprocal partnerships that benefit students and community partners. Aggregated assessment data from individual courses have been used in professional development workshops, like the summer Civic Engagement Institute, which teaches faculty and staff how to develop and execute civic learning and critically-engaged civic learning projects, with a focus on establishing mutually beneficial and reciprocal partnerships.

Community engagement data are also incorporated into the regional New England Commission of Higher Education (NECHE) accreditation self-studies. Aggregated data are also used in applying for and achieving various awards, like the President's Higher Education Honor Roll for Community Service and a silver seal from the ALL IN Campus Democracy Challenge, and grants, like $1 million from the Cummings Foundation for the Center for Holocaust and Genocide Studies and $40,000 from the National Endowment for the Humanities to build a public digital humanities network.

Community engagement results are shared at SSU Neighborhood Advisory Committee meetings to help foster neighborhood and community relations. Results from these assessments are also used in a variety of institutional and regional marketing efforts by the university to promote the extent of community service hours, community partnerships, and service-learning courses. To aid in continuous improvement efforts and day-to-day program planning and management decisions, data are also presented at different campus forums, including: the University Leadership Cabinet (quarterly meetings of academic deans, department chairs, and university administrative leaders), the CCE summer institute, CCE

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partner breakfasts, Enrollment Management and Student Life meetings, the Civic Engagement Committee, University-wide Assessment Committee, Academic Leadership Committee, Collaboration Day, Mapworks User's Group, and the university's intranet. Lastly, a multi-campus aggregation of assessment data was collected and shared at the Pathways to Civic 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 brand message identity or framework? For example, in public marketing materials, websites, etc.?
Yes

C.1.1 Describe the materials that emphasize community engagement:
Community engagement is a core focus of the Salem State brand as can be seen in the following examples. As the digital gateway to SSU, the website emphasizes the importance of civic engagement as an essential component of the university's brand identity and mission. This can be seen through the publication of the Vision statement and Strategic Plan on the website, which highlight the university's commitment to serving the communities of the North Shore, creating a globally aware and culturally diverse campus environment, and undertaking systemic change. The website also highlights civic 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 Admissions Recruitment Material/Viewbook, the President's welcome back letter, university social media platforms (Twitter, Facebook, LinkedIn, Snapchat, Flickr, Instagram, and YouTube), and a 2013-16 Strategic Plan publication, in which civic engagement, social justice, and connection to place were listed in the plan's third goal. In the 2017-2021 strategic plan publication, civic responsibility is listed as an outcome of the successful implementation for all of the strategic goals. The Center for Civic Engagement also has marketing materials that emphasize the importance of community engagement through their brochure, posters, fliers, website, public Canvas page, programs, and postcards.

2017-18 news coverage of Salem State focuses on community engagement and includes: Day of Service, volunteer events with local organizations, community collaborations, student activism, sustainability, Build-a-Bed challenge, mentorship program, Veterans writing workshop, racial justice on campus, teaching tolerance, Darwin festival, political op-eds, faculty work with the Southern Poverty Law Center, faculty seminars on children's rights, and alternative spring break.

The university social media accounts generally try to promote larger civic engagement events that are open to the public, such as speaker panels on ballot issues. The university sees solid engagement on posts related to service initiatives, like the Build-A-Bed event or the First-Year Day of Service, especially when stories from the local news are posted. The President and the Provost routinely tweet from their individual accounts when they attend civic engagement events. Finally, student-focused accounts like @SalemStateCCE, @LifeatSSU, @FYSuccess, and @SSULEAD encourage students to attend speaker events, register to vote, participate in service, etc.

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During the university presidential search, marketing materials were created for prospective candidates to introduce them to the university, its culture, and values. As part of these materials, particular emphasis was placed on civic engagement as an expectation of university advancement, where "the next president [would be] expected to continue to model and promote civic engagement." Current and past presidents have always stressed the importance of service/giving back to the community as a core in public remarks and how they themselves set an example for the campus community (board service, etc.).

Lastly, as will be explicated further in Question G3, a civically-engaged university identity is also reflected in the university's hiring practices through a revised hiring process. Once hired, new faculty and staff are introduced to the CCE through new employee orientations.

C.2 Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?
Yes

C.2.1 Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:
The university executive leadership consistently underscores the importance of civic and community engagement as a core value of Salem State in public statements. For example:

President John D. Keenan's first annual State of the University address, September 25, 2017:
"As president, I want to ensure the Center for Civic Engagement remains a core value of our institution. We are already a leader amongst higher education institutions in the Commonwealth for our work with civic engagement, and we are well on our way to becoming a national leader as well. As we created our strategic plan, it became clear that civic engagement is a foundation of Salem State University. The Center for Civic Engagement will transition into the President's Office as it is a campus-wide function of the university. The Center offices will also be relocated into the lobby and staff office side of the current President's Office suite in November. I would like to thank Cynthia Lynch for these outstanding efforts."

President John D. Keenan's Inaugural Address, January 19, 2018:
"At the heart of our institution is a commitment to fighting for social justice, addressing public issues, and connecting to the greater community. It is our commitment to civic engagement. As we become a regional leader in civic engagement, we will strive towards Carnegie Classification, a national recognition of our commitment and strong bond between campus and community." (This is also found in the President's address to the Harvard Club on March 30, 2018.)

The president also cites service as part of SSU's core values in public presentations to regional Rotary Clubs, Chambers of Commerce and other business and non-profit networking groups/events. The president, board of trustees, and University Foundation Board of Directors have also highlighted civic engagement in the background paper being prepared to support the next multi-million fundraising campaign for the university.

In addition to the president, the provost has also explicitly stated his support of civic and community

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engagement through faculty townhall meetings explicating the importance of engagement in the tenure and promotion process. He also uses his social media accounts to promote civic engagement activities and opportunities from the CCE and other engaged individuals at the university. The provost and Office of Academic Affairs continuously show their support for community engagement by providing a course release (3 credits per semester) for a CCE faculty fellow, providing funding and resources for professional development of service-learning and civically-engaged pedagogy, and providing financial support for community-engaged transportation.

Lastly, the SSU Board of Trustees Chair, Paul Mattera, spoke at the 2018 Massachusetts Statewide Trustees Conference on Campus Climate, Free Speech, Inclusion and Civility. He discussed some of the bias incidents that had taken place on campus during the past year and the work (campus climate survey, hiring Chief Diversity and Inclusion Officer, etc.) that had been done to address and prevent further incidents.

C.3 Is community engagement defined and planned for in the strategic plan of the institution?
Yes

C.3.1 Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:
The recently approved 2017-2021 Salem State University Strategic Plan confirms the institution's commitment to civic and community engagement. While the 2013-2017 strategic plan listed civic engagement as a specific goal, the 2017-2021 strategic plan threads civic engagement throughout each of the goals and lists civic responsibility as an outcome of successful goal implementation. This commitment is seen throughout the document in several statements:

[goal] "Academic Excellence: Our continued successes in academic excellence require support for faculty development in aid of pedagogical and curricular innovation (including alternative modes of course delivery), as well as greater connection to regional opportunities for experiential learning, continuing scholarship, and civic engagement" (p. 2).

[result] "Place: Salem State is the North Shore's university. Every program, department and public space on campus is regionally engaged through teaching, research, civic engagement, service contracts and cultural events" (p. 3).

[result] "Civic Responsibility: Salem State seeks to build upon its historic commitment to social justice and civic engagement. The university will continue to be an exemplar for civic leadership statewide, regionally, and nationally with the intention of achieving the Carnegie Community Engagement Classification" (p. 3).

[value] "Civic engagement: We forge mutually enriching relationships with, and contribute to, the culture and economic vitality of our region, the Commonwealth of Massachusetts, and the global community" (p. 6).

"Historically Salem State has partnered with businesses and non-profits to respond to workforce needs; to provide academic research for regional issues relative to economic development,

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sustainability and historic and cultural resources. Recently, Salem State has become involved in local and regional issues such as Youth at Risk, civic responsibility, veterans' support, LGBTQ rights, and addiction recovery" (p. 18).

"Civic Responsibility: Salem State has a historic commitment to civic engagement and civic learning, which has gained significant momentum with the investment of professional leadership in the Center for Civic Engagement in 2015. The university strives to be an exemplar for civic engagement and civic learning leadership statewide, regionally, and nationally. Already having achieved the national President's Honor Roll for Civic Engagement, our center partners internally with faculty and staff and externally with regional partners to provide our students with the pedagogy and experiential learning opportunities to become engaged members of their communities, the nation, and the world" (p. 22).

"Academic Excellence Strategies: Expand opportunities for civic learning and civic engagement through the implementation of active learning pedagogies" (p. 26).

"Student Success Strategies: Ensure students acquire necessary knowledge, skills, experiences, and sensitivity to be informed and engaged citizens who value diversity and champion social justice, civic responsibility, and Inclusive Excellence to promote a spirit of services and heightened sense of mutual responsibility among members of the campus community" (p. 26).

D. Institutional - Community Relations:

D.1 Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?
Yes

D.1.1 Describe how the community's voice is integrated into institutional or departmental planning for community engagement:
The purpose of this question is to determine the level of reciprocity that exists in the institution's engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.

While informal communication channels have always existed for community input into university-community engagement practices, more formal channels have been established over the past decade. In 2007, Patricia Maguire Meservey was selected as the SSU president. From the beginning of her presidency, President Meservey met with 12 core community partners once or twice a year to gain feedback from them on their projects with the university. This interaction helped shape the focus of civic engagement on campus and improved interactions between the organizations and the university. Academic departments also include community voices in their departmental planning, which will be further explicated in Section III.

In 2008, an external relations department was created in the President's Office to build town-gown relations and provide

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an official channel of communication for the external community. During this year, the Salem State University Neighborhood Advisory Committee was reconvened. This city-appointed and managed committee is designed to better foster communication between the city, the university, and its neighbors. A Civic Engagement Committee was also established that year and was charged with defining civic engagement at the institution and understanding the ways in which the regional community wants Salem State to be civically engaged. This university advisory group meets periodically with community partners and makes policy and programmatic recommendations to the President.

In 2015, the Center for Civic Engagement was created and in 2018 a community advisory board was established for the Center. This board consists of 15 representatives from various community organizations throughout the North Shore region as well as three representatives from the CCE (the director, assistant director, and faculty fellow) and two students. Some of the community partner representatives are also alumni of Salem State and provide unique feedback from this dual perspective. The board meets once a semester and serves as an official pipeline from the community directly to the CCE.

The Center also provides other communication channels for community partners through its community partner breakfasts and networking luncheons. Once a semester, the CCE holds community partner breakfasts that serve as a networking opportunity for community and university representatives as well as an opportunity to solicit feedback about the university's engagement efforts from local agencies and organizations. Every summer, the CCE also holds a Civic Engagement Institute that includes a networking luncheon for faculty, staff and community partners to meet and establish preliminary conversations for potential collaborations. This luncheon also provides community partners opportunities to provide feedback and guidance to the Center, faculty and staff on approaches to collaboration.

Lastly, community voice is central to the work of university centers in planning community engagement. Community members serve on the boards and/or provide input at meetings for the following university centers, each housed in Academic Affairs and overseen by the Provost: Center for Childhood and Youth Studies, Center for Community Schools, Center for Economic Development and Sustainability, Center for Holocaust and Genocide Studies, and Bates Center for Public Affairs. In each case, SSU explicitly ties student learning and faculty scholarship to meaningful community engagement.

E. Infrastructure and Finance

E.1 Does the institution have a campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement?
Yes

E.1.1 Describe the structure, staffing, and purpose of this coordinating infrastructure. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:
The purpose of this question is to determine the presence of "dedicated infrastructure" for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability.

We expect a description of specific center(s) or office(s) that exist **primarily** for the purpose of leading/managing/supporting/coordinating community engagement.

The Center for Civic Engagement is the primary coordinating center for community engagement at SSU and works very closely with the LEAD Office, the Executive Vice President's Office, and the Alumni Association to support its mission. These offices interact with each other to advance institutional community engagement through periodic meetings, notifications of news and events, and resource sharing and support.

Established in 2015, the CCE is housed under the President's Office and is staffed by a full-time director, a 30-hour-a-week assistant director, a faculty fellow, a graduate student, several student employees, and shared support staff. It is also

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advised by two bodies: 1) a 15-person Civic Engagement Committee and 2) a 20-person community advisory board that includes CCE staff, 15 community members, one faculty member and two students. The CCE is located in a three-room suite with ample space for programming and planning and adjacent to a readily-available shared seminar space dedicated to SSU's first African-American graduate and education social activist, Charlotte Forten. Established as part of the University's Strategic Plan to promote civic engagement, social justice, and connection to place, the CCE is responsible for developing and supporting programs that connect students, faculty, staff, and alumni to the greater community.

The LEAD (Leadership, Engagement, Advocacy and Diversity) Office is located under Student Life and houses all of SSU's student clubs and organizations. LEAD currently has a temporary director and is in the process of hiring a full-time director and assistant director. LEAD's mission targets the engagement of students in leadership and social justice topics. The office supports a leadership institute and peer network initiatives like BEES (Bold, Educated, Empowered Sisters) and The Brotherhood, which encourage active engagement and broader social awareness. The office also supports various student groups whose members engage in community service and engagement activities, such as: the Criminal Justice Academy, the Student Government Association, the Community Service Initiative, Colleges Against Cancer, the National Residence Hall Honorary, and various fraternities and sororities.

The Executive Vice President's Office promotes and coordinates civic engagement efforts within the division of Enrollment Management and Student Life. The Assistant Dean of Enrollment Management serves as a liaison with the Center for Civic Engagement. In addition, this office advises the Community Service Initiative, a student organization engaging hundreds of students in more than two thousand hours of service annually.

The Alumni Association's Civic Engagement Committee works on several initiatives throughout the year that include service activities, volunteering with students on campus, organizing community programming with the City of Salem and hosting drives for local non-profits in need. There are 36 members of the Alumni Association Board, each of whom plays a role in civic engagement. In addition, other alumni volunteer affinity groups host fundraisers and donation drives for both on campus and off-campus needs. A major community event the Alumni Association holds is the Global Day of Service, which celebrates and mobilizes the thousands of Salem State alumni, students, parents, employees, and friends of Salem State to improve their community through service.

E.2 Are internal budgetary allocations dedicated to supporting institutional engagement with community?
Yes

E.2.1 Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:
The purpose of all the questions in this section is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total institutional budget that funds the primary investment and ongoing costs of the infrastructure described in E.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, scholarships and financial aid related directly to community engagement, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.

Both permanent and temporary sources of funding are annually dedicated to support institutional engagement with the community. The Center for Civic Engagement's permanent annual budget (excluding center staff salaries) is $80,500 and is allocated through the university. This funding is used towards general programming, faculty stipends, professional development, a summer faculty fellow position, student employment, transportation, and Day of Service. The LEAD Office's permanent annual budget is $190,000 (excluding staff salaries), $80,000 of which is dedicated to the Student Government Association for new and existing programs and is allocated through the university. The Alumni Relations Office allocates 60% of its permanent operational annual budget to internal and external community enrichment programming and event-related expenses, these funds are allocated through the university budget.

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The Salem State Alumni Association allocates 80% of its annual budget to provide scholarships, student grants, internal departmental sponsorships and external community sponsorships in addition to supporting both internal and external community enrichment programming and events. This budget is not state-appropriated (i.e. not through the university budget). Revenues from affinity insurance programs, the alumni affinity credit cards program, event ticket sales, program sponsorships and individual donations dictate funds available through this spendable account that is managed by institutional advancement, the Alumni Relations Office and the Alumni Association oard of directors.

Temporary sources of funding include the Salem State University Foundation, Inc., which allocated $8,000 for regional fundraising and engagement events for Fiscal Year 2018 supported by the Fundraising and Engagement Committee of the Foundation Board. It also includes $286,000 in revenues (not permanent) and $259,000 in expenses (not permanent) from the Salem State University Foundation, Inc. in support of the Salem State Speaker Series for Fiscal Year 2018, which brought medical anthropologist and physician, Paul Farmer, to campus to discuss global health equity issues.

E.3 Is external funding dedicated to supporting institutional engagement with community?
Yes

E.3.1 Describe specific external funding:
These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or federal/state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

To support community engagement, SSU has received funding and in-kind gifts from several external sources. SSU is considered the model among Massachusetts state universities for outreach and fundraising. Here are a few examples:

In 2016, Bernard and Sophia Gordon capped off their generous contribution to build the Sophia Gordon Center for Creative and Performing Arts (CCPA) with a commitment to fund a permanent endowment to support arts programming at SSU. The Sophia Gordon CCPA ($3 million endowment long-term) provides diverse, high-quality and affordable events in theatre, dance, music, creative writing, and art for all members of the university community and the greater North Shore. The center offers free admission to the community to approximately 65% of their annual arts events and all ticketed events have differential pricing for the general public and senior citizens. In 2017-2018, the CCPA implemented a new tier that admits anyone under the age of 18 for free. The Gordon gift also provided the necessary resources to invite multiple local dance studios and other youth outreach programs to campus. Additionally, the Gordon gift helped to support many production elements of the spring theater production, A Free Man of Color. This production included one Salem Night offering, which provides free admission to Salem residents. In addition, a generous annual donation of $20,000 from Ira and Judy Rosenberg supports a summer program where four artists are selected to work in the university's state-of-the-art glass studio for a month and free weekly glassblowing demonstrations are offered to the general public.

Center for Holocaust and Genocide Studies (CHGS) ($1 million+). Beginning in 2014, the Cummings Foundation committed to a 10-year, 1-million-dollar grant ($100K per year) to support the programs of the CHGS. The grant funds their annual service-based study and travel course for SSU students to Agozo Shalom Youth Village in Rwanda and the balance is used to operate the CHGS and support its programs. CHGS programs include: the Sonia Schreiber Weitz Lecture series and the Research Conversations series. CHGS has also used these funds to co-sponsor events with other regional non-profits, faith-based organizations and other universities. CHGS has hosted two middle and high school teacher and curriculum workshops on topics ranging from teaching civil rights to teaching the Holocaust. The funds are also used to support faculty research and international conferences they co-sponsor. CHGS is also funded by Combined Jewish Philanthropies to sponsor and coordinate the largest Yom HaShoah Commemoration on the North Shore where over 300 members of the public gather to commemorate the Holocaust.

Forten Scholars Early College Program ($150,000). This collaborative program is offered through SSU and Salem High School. The overarching goal is to provide underrepresented and/or low-income students with a seamless, scaffolded transition to the university experience, focused on the career pathways of Healthcare and Business/Information Technology. Fifty high school students each year have the opportunity to take 12 college credits, first in the high school setting (11th grade) and later at SSU (12th grade).

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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 offices of advancement, development, alumni, or institutional foundations that are focused on community engagement. Student fundraising activities in support of community engagement may be included.

During 2017-2018, crowdfunding technology allowed for several successful community-focused initiatives including:

Global Community
Graduate Program in Occupational Therapy ($10,000): Students of the Salem State University Graduate Program in Occupational Therapy donated a total of $10,000 to four local and global non-profit organizations, including: American Red Cross of Peabody, Make-A-Wish Foundation, Vanishing White Matter Family Foundation, and NEADS World Class Service Dogs. Each organization received $2,500 as a result of extensive fundraising over the past four years by the students.

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

National Community
Congressional internships crowdfunding ($25,000): The Political Science Department has sponsored 1-3 students to work as interns in congressional offices on Capitol Hill every year but one since 2003. Through crowdfunding initiatives in 2015-2016 and 2016-2017, the department raised $25,000. These funds, along with additional grants and allocations, have funded the internships of six students since this fundraising drive. An additional 2-3 students will be funded in summer 2019.

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

National Young Feminist Leadership (NYFL) Conference ($5,405): The Bates Center and Florence Luscomb Women's Center raised $5,405 to send delegations of students to the NYFL Conference in Washington, D.C.

Puerto Rico Community Service Trip ($1,703): In the wake of the terrible devastation caused by Hurricane Maria, students from the Salem State Latin American Student Organization raised funds to travel to Puerto Rico to distribute water and 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 delivery of the 2018 Generation Games. Through a multi-faceted partnership with Rotterdam University in the Netherlands and the City of Salem, the students worked collaboratively with professionals locally and around the world in bringing people of all ages together to participate in sports and games.

Build-A-Bed ($915): Students raised money to fund a bed-building program. This event gave students, faculty, and staff an opportunity to build usable beds, providing our regional homeless population a comfortable place to rest.

Major Gifts
Viking Warrior Day ($34,082): The first annual Viking Warrior Day brought together alumni, parents, staff, students, faculty, and friends both on campus and virtually for a day of giving. $34,082 was raised with 194 gifts from 191 donors. These donations support student scholarships, equipment for faculty and staff, and transformative experiences like study abroad, service opportunities, and internships for students.

Student Advocacy and Food Pantry ($10,334): Several donors were moved by the level of student hunger and

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homelessness at Salem State. Gifts were made to support the Student Advocacy office and this support has had significant impact on the institution's ability to help the university community with the most basic and critical needs.

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

E.5.1 Describe specific financial investments and how they are aligned with student engagement strategy:

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

The university's most recent economic impact report (2014) showed that Salem State has generated an economic impact of over $827 million in Massachusetts, over $443 million in Essex County, and over $100 million in the City of Salem. In addition, SSU supports its community partners financially, largely through event sponsorships. This year, contributions have supported:
• City of Salem ($3500): Planning Department Intern, Traffic Island Sponsorship
• Healing Abuse Working for Change (HAWC) ($1000): Sponsorship for their Annual Breakfast
• 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 for the North Shore. The EC provides local businesses lower-cost rent, office space, support from the Small Business Development Center, and access to the university as a potential client (if services are applicable) while contributing financial resources and support for community partnerships and community development. The EC was also established to help provide continued tax support to the city by allowing the building to remain on the city's tax roll after the property was purchased by the university from a private company.

The university provides financial resources through the Dual-Enrollment Program. In some cases, dual-enrollment courses are funded by grants and offered free to high school students. In addition, the School of Education and College of Arts and Sciences have grants that offer courses at regional high schools. Faculty who teach these courses are paid directly through the grant and students are allowed one grant-funded course per semester. The university also offers dual-enrollment programs to Salem High School and Salem Academy Charter School students. In FY2015, 33 Salem students, 28 from Salem High School and 5 from Salem Academy Charter School, benefitted from this program at no cost.

The university also is party to a Services in Lieu of Taxes (SILOT) agreement with the City of Salem. The SILOT agreement was created to determine the areas of common interest between the City and SSU and to confirm their joint commitment to support and mutually fund such activities. On average, for the past few fiscal years, the value of this partnership agreement is estimated at $650,000. University contributions include direct, in-kind, revolving, and grant funding for many areas of cooperation between SSU and the City. For example, the university has contributed 50% of the salary for the principals of the Horace Mann Lab School and the Saltonstall School from non-appropriated funds. The university has also committed $1.25 million in support of city drainage projects and traffic improvements.

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E.6 Do the business operations of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement?
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 areas of recruitment, hiring, purchasing, and procurement align with and are an intentional complement to the institutional commitment to community engagement. This can include programs to encourage/support minority vendors, among many other practices. These institutional practices contribute to the context for successful community engagement.

According to the institution's most recent economic impact report (2014), Salem State worked with over 8,000 vendors across Massachusetts and totaled over $43 million in state-wide purchases. In FY2014, the number of SSU employees totaled 2,251 with a payroll in excess of $99 million. Of this, 177 resided in Salem and 1,000 in Essex County. Employee economic impact was $48 million in Salem, $136 million in Essex County, and $211 million in Massachusetts.

SSU students also have a large impact on the local economy. The university estimates expenditures of $22,752 by each student living off-campus over a nine-month term. With 1,116 students living off-campus in Salem and an additional 5,755 in Essex County, millions of dollars annually fuel the economy of the North Shore. Student economic impact was $46 million 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 teaching, while also providing significant economic value to eastern coastal cities and towns. Since 2000, nearly 42 million "baby clams" have been produced and distributed to more than 40 communities in MA. CCML is the sole provider of softshell clams in MA and one of only two such facilities on the East Coast. Annually, CCML shares a modest number of tilapia spawned and reared at their facilities with K-12 teachers and schools in MA at no cost, including Bourne H.S., Essex Technical H.S., and fish feed to Wilmington H.S.

Additionally, Salem State engages the local community with their business operation practices as follows:
• SERV: All university employees who have worked for at least 6 months may apply to use up to 7.5 hours of paid leave per month during work hours to volunteer in the community.
• Project Search: Northeast Arc has partnered with Salem State University since 2014 to offer the Project SEARCH program to adults with disabilities. Project SEARCH runs on campus for nine months of the year and provides community members with vocational training with a goal towards competitive employment.
• Salem State permits Salem residents use of 100 spaces in the university's O'Keefe Center (athletics and recreation) 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 local emergency planning, often providing 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, the economic development engine for the regional economy.
• Salem State representatives serve on several local boards and commissions that focus on economic development for the City, such as the Salem Chamber of Commerce, Salem Cultural Council Board, Salem Main Streets, and the Salem Partnership.

F. Tracking, Monitoring, Assesment

F.1 Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

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Yes

F.1.1 Describe systematic campus-wide tracking or documentation mechanisms:

The purpose of the questions in this section is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence **and use** is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a database, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.

Due to Salem State's long history of community engagement, multiple approaches to tracking community engagement have been developed over the years. However, the Center for Civic Engagement is currently working on streamlining this process through their investment in GivePulse as a long-term database solution to comprehensively track and measure impacts from community engagement. GivePulse was purchased in 2017-2018 and is a multi-year effort, requiring training and time to be fully integrated throughout the institution. While GivePulse is currently being established and implemented across the university, previous tracking mechanisms are still being used, including: service-learning course tagging, civic learning course designation, annual reports, and Office of Strategic Planning and Decision Support (OSPDS) reports.

Service-learning courses are tagged by faculty in the university's online course catalog to make students aware of the unique learning opportunities available to them when they register. When faculty submit grades for these courses, they can report the number of students and number of hours of service contributed by course participants through a community-engagement self-report tool online.

In support of the Massachusetts DHE Policy on Civic Learning, Salem State initiated an audit of course syllabi to assess civic learning in 2016. Working with members of the Civic Engagement Committee and faculty departments, the CCE began systematically reviewing and tracking academic department courses for evidence of civic learning and civic learning with engagement. For the pilot study (2015-16), courses from three academic departments were reviewed in the first year, while five disciplines were assessed in the second year (2016-17). This effort remains on-going and has been expanded to all departments across the university (2017-18).

Individual departments, including Athletics, Gassett Fitness Center, LEAD, Residence Life, Greek Life, Alumni Affairs, External Affairs, and the Center for Civic Engagement, record community engagement efforts in annual reports. Academic departments also include civic engagement activities in their annual reports as they align department activities to the university's strategic plan. Student organizations report their community service efforts annually as part of the student government budget process. My Activities Portfolio is an online program available to students through their university portal in Peoplesoft, where they can document their participation in community service and/or service-learning activities in a co-curricular transcript, record the number of service hours completed, as well as reflect on skills they gained through their involvement.

Lastly, OSPDS reports university data to federal and state agencies, including IPEDS and Department of Higher Education data. Some reports from OSPDS relate directly to community engagement, including the Common Data Set.

F.2 Does the institution use the data from those mechanisms?
Yes

F.2.1 Describe how the institution uses the data from those mechanisms:
For each mechanism or process described in F1.1 above, we expect descriptions of how the information is being used in

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specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fundraising stories, and/or the reward and recognition of faculty, students, or partners.

Data from the range of tracking mechanisms available are used for multiple purposes including: promoting initiatives both internally and externally, improving curriculum, documenting university accreditation reports, achieving strategic planning goals, reporting institutional data, supporting fundraising and grant proposals, and managing community relations.

The tagging of service-learning courses in the academic catalog serves a dual purpose: to promote the experiential learning opportunities available and to provide information to students as they register about the expectations inherent in these types of courses. Results from the systematic review of academic department courses (civic learning course designation) were shared with the faculty and academic deans in their respective disciplines. Academic departments are using their results in future syllabi development to more clearly articulate civic learning goals, where applicable. The potential also exists for these results to be used in future program review and accreditation efforts. For example, the work that led to the creation of the Center for Civic Engagement was featured prominently in the university's most recent five-year update report (2016) submitted to its regional accreditor, NECHE (formerly NEASC).

Annual reports are used to document progress toward fulfilling the university's strategic plan in addition to informing the development of future departmental and divisional goals. OSPDS includes engagement data in their production of online university fact books that report faculty, staff, and student demographics; enrollment, retention and graduation rates; credit hours, and degrees awarded.

Fundraising for community engagement, external funding supporting institutional engagement with the community, and grant proposals also rely on community engagement data. Fundraising efforts use community engagement data to drive funding for international and domestic alternative spring break trips, among other activities. External funding supports programs, such as a mentoring program with Salem High School and the First Year Day of Service, based on data which demonstrates both need and impact. Grant-funded programs, such as TRiO and Upward Bound, collect and report data from community engagement efforts to sustain these grants.

Externally, the university promotes the extent of community service hours, community partnerships, and service-learning courses in various publications and to apply for honors, such as the President's Higher Education Community Service Honor Roll (2013-2015), which recognize the university's commitment to the community. Engagement data are also shared in community forums like Neighborhood Association meetings.

F.3 Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?
Yes

F.3.1 Describe the definition and mechanisms for determining quality of the community engagement.
Mechanisms to define and measure quality are embedded in data collection efforts in multiple ways. For the service-learning course tagging review process, definitions and review of proposed opportunities are established to ensure quality community engagement experiences. Using the official university definition of service-learning (stated in Section III A.1.1.1), the course review process asks faculty to renew or complete a new S-L tagging form in which they detail the proposed experience and include: project description, course objectives met by the service-learning project, reflection activities for the service-learning project, the community partner(s) involved, and assessments used.

For the civic learning course designation process, independent faculty and staff reviewers apply a rubric to document evidence of civic learning across five categories: civic knowledge, intellectual skills, applied competencies, civic values, and community engagement. The review process assesses the

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quality, depth, and breadth of civic learning outlined in syllabi, using over two dozen specific criteria across these five evidentiary categories.

The Student Government Association (SGA) requires all funded student organizations to perform at least one community service project to maintain their funding. There are no minimum hours or number of required participants: student organizations are simply asked to tie service into their group's mission statement if possible and report the project and number of hours invested to the SGA Vice President.

The CCE's definition of civic engagement includes a focus on reciprocal collaborations designed to address public issues and enhance academic learning. Based on this definition, student cohorts who participated in the First Year Day of Service are being tracked over time and compared to the general student population on their retention rates, among other student success indicators. Results from university civic engagement efforts were used to measure progress and identified 15 action items under goal three (promote civic engagement, social justice, and connection to place) from the 2013-17 strategic plan, in addition to being used to articulate the goals, core values, and areas of success targeted in the current strategic plan.

Lastly, a growing number of faculty who use the critically-engaged civic learning (CECL) definition and approach to their teaching and research (defined in Section III A.1.1.1), have chosen to conduct pre-test/post-test surveys or interviews with students and community partners to assess the quality of the experience for all parties and the impact the experience has had on the community and university. For example, the Salem Greenspace Project is a collaboration between Professor Moore (Sociology) and the Salem YMCA Greenspace program that brings together SSU students and Salem high school students to create and maintain the YMCA garden to provide free weekly produce to the community. At the end of the semester, community partners are interviewed to discuss what worked and what didn't and to reflexively alter project execution.

F.4 Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact of institutional engagement?
Yes

F.4.0

The next series of questions will ask you about Outcomes and Impacts. Outcomes are the short-term and intermediate changes that occur in learners, program participants, etc., as a direct result of the community engagement activity, program, or experience. An outcome is an effect your program produces on the people or issues you serve or address. Outcomes are the observed effects of the outputs on the beneficiaries of the community engagement. Outcomes should clearly link to goals. Measuring outcomes requires a commitment of time and resources for systematic campus-wide tracking or documentation mechanisms for the purposes of assessment. Outcomes provide the measurable effects the program will accomplish. When outcomes are reached new goals or objectives may need to be set, but when outcomes are not achieved it may be time to reassess. Impacts are the long-term consequence of community engagement. Impacts are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes. While it is very difficult to ascertain the exclusive impact of community engagement, it is important to consider the desired impact and the alignment of outcomes with that impact. Furthermore, institutions can and should be working toward some way of

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

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 by looking at your approaches to estimating outcomes and impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Outcome and Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement in collaboration with community partners. Thus, there is potential for both expected outcomes and impacts and unintended consequences, as well as positive and negative impacts.

For each constituent group identified below we are asking for a description of the mechanism for ongoing, regularly conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.

F.4.1 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in 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 outcomes, including: Student Learning Outcome Scorecards; external accreditation or a regularly-scheduled program reviews; and the Multi-State Collaborative (MSC) sponsored by AAC&U and SHEEO, which assesses student artifacts across institutions and states by applying the LEAP VALUE rubrics. Other mechanisms used to assess student outcomes and impacts include: analyzing longitudinal retention data between non-participants and participants in the First Year Day of Service annually; administering standardized instruments cyclically, including Mapworks (each semester), Senior Survey (annually), NSSE (three year cycle), and the Campus Climate Survey; gathering surveys and qualitative responses periodically from community partners; and surveying participants in major annual programs, such as the MLK Day of Service, Alternative 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 from the National Survey on Student Engagement (NSSE). While the NSSE is currently being administered this semester (Spring 2019), the most recent results available are from 2016. NSSE surveys first-year and senior students near the end of the academic year, benchmarking the level of academic challenge, experiences with faculty, learning with peers, and campus environment. Student engagement is defined in NSSE as the time and energy that students devote to their studies and educationally purposeful activities (Kuh, 2008). Furthermore, Salem State included the Civic Engagement module as an additional NSSE topical module.

NSSE also assesses institutional resources, courses, and other learning opportunities for student participation in activities that matter to student learning, such as service-learning, among other high-impact practices. When compared to peer institutions, 2016 SSU first-year (FY) and senior (SR) students reported higher levels of experiential learning and institutional support and opportunities on several items directly related to the values articulated in SSU's mission: preparing a diverse community of learners; contributing responsibly to a global society; advancing the region's cultural, social, and economic development.

- Institutional emphasis on attending events that address important social, economic, or political issues (FY +14%)

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- Participated in an internship, co-op, field experience, student teaching, or clinical placement (SR +13%)
- Discussions with people of a race or ethnicity other than your own (FY and SR +12%)
- Institutional emphasis on helping you manage non-academic responsibilities (FY +11%; SR +10%)
- Institutional emphasis on encouraging contact among students from different backgrounds (FY +11%)
- Participated in 2 or more high-impact practices (SR +6%)

On most other items specific to the NSSE Civic Engagement module, SSU students reported results which compared favorably with peers at other institutions. The results from the NSSE survey and the Civic Engagement topical module were affirming for the university and the individuals developing the Center for Civic Engagement because of the positive outcomes for students across so many aspects. The resources and efforts devoted to establishing the Center demonstrated positive and constructive impacts on student learning, community engagement, and institutional gains.

F.4.2 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts :

First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications, or similar sources. Include descriptions of the methods used for faculty from all employment statuses. Mechanisms used might include but are not limited to hiring protocols, compensation policies, orientation programs, etc. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.

For faculty outcomes and impacts, SSU uses several campus-wide assessment mechanisms, including department annual reports, First Year Day of Service surveys, service-learning (S-L) course tagging, and civic learning course designation. Department reports are collected annually and ask departments to discuss faculty activities and updates, which are assessed as they relate to each of the strategic plan goals. First Year Day of Service surveys annually collect faculty feedback regarding their experience and participation in the Day of Service. This feedback is then assessed by the CCE to identify ways in which the event can be improved and made more reciprocal. The S-L course tagging process occurs once a semester and includes an assessment component that allows the CCE to assess the quality of proposed service-learning projects and provide feedback to faculty on implementation and evaluation. The civic learning course designation occurs once a semester and allows the CCE to assess the overall state of curricular civic learning on campus. The results of these assessments showed a greater need for the CCE to develop more discipline-specific professional development for faculty on campus.

One in-depth example of faculty outcomes and impacts focuses on professional development that resulted from the service-learning course tagging assessment. Based on feedback from faculty interested in service-learning, a summer service-learning (now civic engagement) institute was initiated as a professional development opportunity. Faculty are paid a stipend to attend this three-day institute, which focuses on civic learning, civic learning with engagement (to include service-learning), and community-based research. In summer 2018, a part-time faculty member attended this institute and developed a civic engagement experience for her public relations writing course, where students created an awareness campaign for the U.S. Navy's "Campaign Drug Free" to provide opioid addiction prevention education from elementary school through high school. The institute helped the faculty member learn how to reciprocally incorporate a high-impact teaching practice to her teaching methods and raised her (and her students') awareness of social responsibility.

Another professional development opportunity that was created in response to faculty assessment data was a Faculty Learning Community (FLC) on civic learning that used a cohort model to expand the civic engagement network on campus. The faculty members in this FLC represented the Management, Social Work, Interdisciplinary Studies, Education, Sociology, and Media and Communication departments; they shared and discussed interdisciplinary approaches to incorporating civic learning and civic learning with engagement in the classroom. By the end of the academic year participants had adopted a new teaching method and developed a civic learning unit or project to incorporate in the classroom. Two faculty developed interest in intersecting their classroom civic learning with engagement with their research interests and began researching community-based IRB protocols to ensure reciprocity in project co-design and implementation. All participants engaged in

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

F.4.3 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Community Outcomes and Impacts as it relates to community-articulated outcomes:

First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Describe how the campus has responded to community-articulated goals and objectives. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports, and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.

Systematic campus-wide assessment mechanisms for community outcomes and impacts have been multi-faceted and include the CCE's annual survey of regional community partners as well as surveys, focus groups, interviews, and qualitative feedback from community partners through major annual programs.

One in-depth example of systematic campus-wide assessment for community outcomes and impacts is Moving Forward, Giving Back (MFGB). The Center for Civic Engagement and First-Year Experience Office initiated MFGB in 2016, Salem State University's First-Year Day of Service program. Over 350 first-year and transfer students, faculty, staff, and alumni volunteered at 34 sites across six regional communities in 2017. The main goals of MFGB are to promote civic engagement, social justice, and to create an opportunity for new students to feel connected to their new campus and their surrounding communities. In each of the last three years, post-surveys of community partners and participants, partner and student reflections, and follow-up survey items have been used to gauge the experience of MFGB participants, based on program learning outcomes. These data are collected immediately after MFGB concludes. Key questions within data collection instruments focus on participant experiences and the community service mission of the event.

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 missions of their organizations.
• 100% of community partners agreed that participants were respectful while servicing their agencies.

The long-term impact of MFGB provides sustainable support for local agencies while introducing students to the community through reciprocal, asset-based, engaging projects. This in turn, creates improved town-gown relations for the community and university. Community partners have stated that "the First Year Day of Service was a great way for the new students to learn about [our agency]."

Statements from participants which exemplify the promotion of reciprocity (ensuring mutual benefit from the collaboration) include:
• "Salem State is constantly reaching out to find new and innovative ways to collaborate."
• Mutual benefit "is built into the day of service."

Community partners also identified challenges and areas for improvement in working with SSU related to MFGB:
• "A lot of prep work is required, and we only have the student help for a short 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 us, as we have many staff out for the holiday weekend."

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

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better training student leaders to help fill the lack of staff gap. Additionally, if an organization cannot be involved in MFGB due to scheduling issues, the university attempts collaborative efforts throughout the year on other initiatives.

F.4.4 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts :

First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures, performance measures, program review, budget reports, self studies, etc. This section is where you may report measurable benefits to the institution such as image, town-gown relations, recognition, retention/recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.

SSU administers several periodic assessment mechanisms that identify institutional outcomes and impacts including standardized surveys, such as Mapworks (each semester), NSSE (every three years), Student Satisfaction Index (every two years), and the NIIICE instrument. Furthermore, the annual Senior Survey measures outcomes among graduating students, including participation in high-impact practices. One in-depth example of these institutional efforts is the Campus Climate Survey.

In recent years, campus unrest has been growing regarding racial justice at Salem State. Students and faculty have collectively organized to advocate for greater diversification of faculty and staff, more opportunities and resources for students of color and historically marginalized student populations, and safer and more inclusive conditions on campus and in the surrounding community. After years of planning and in light of these concerns, a campus climate survey was launched in Spring 2017 to gather more evidence regarding challenges facing the university, the results of which were shared with the campus and local community in Fall 2017. Focus groups of students, staff, faculty, and administrators were formed to examine institutional challenges provided by members of the campus community. Their insights and reflections helped inform survey questions designed to assess the state of the campus climate. Overall, 3,086 surveys were returned for a 31% overall response rate which have enabled a better understanding of challenges related to the campus climate.

In response to student activism and informed by the campus climate survey results, Salem State developed a new Diversity, Power Dynamics, and Social Justice (DPDS) General Education course category that took effect in Fall 2018 and focuses on course content and inspired teaching that draw from and address the multiple histories, perspectives and cultural heritages that have shaped the United States. Extensive faculty development provided to support this new course category includes: a DPDS Faculty Learning Community every semester for the past year; information sessions on DPDS as a vital part of the curriculum every semester for the past year; a DPDS Speaker Series focusing on curriculum and pedagogy each semester; Summer Faculty Institutes on DPDS pedagogical approaches in Summer 2017 and 2018; a May Professional Development Series focusing on micro-aggressions and cultural humility; and a "Teaching While White" panel at the annual Pearls and Perils of Teaching conference.

University efforts to develop actions to address these challenges remain broad and persistent even as students continue to challenge and confront university officials to move further, faster. The diversity of faculty and staff is increasing, and, in the last two years, the cohort of new faculty has included 33% individuals of color, increasing the proportion of faculty of color by 2.3%. A new cabinet-level Chief Diversity and Inclusion Officer (CDIO) position was created to lead efforts to address the climate study findings, including extensive training and development opportunities throughout the campus. A new equity review process for hiring was also among the initial institutional reforms implemented by the CDIO. Conversations between campus and local police about community safety were also initiated in response to the study findings.

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 assessment mechanisms:
Using examples and information from responses above, provide specific illustrations of how the impact data has been used and for what purposes.

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

Assessment data have also been publicized through the Center for Civic Engagement and are used to set goals for the Center and the Civic Engagement Committee, reinforce budget requests for internal funding support, and bolster fundraising efforts from external sources. These data have been used to inform and set goals for previous and the current strategic plans of the university. Results are also incorporated into key university documents, such as the university's economic impact report, as well as incorporated into grant and award applications, where relevant.

The annual reports from the Center for Civic Engagement, among many other university departments, document the outcomes assessed and impact of institutional engagement for their respective programs. These outcome-oriented assessment mechanisms are particularly useful in measuring the community engagement impact of co-curricular departments and those academic programs focused on producing service professionals. For example, departments such as Nursing, Education, Criminal Justice, and Social Work require extensive experiential learning components in the community as part of their curricula.

Furthermore, in the assessment results from MFGB, community partners articulated a need for volunteers on a consistent basis rather than one-time events. This qualitative feedback led to the creation of an on-going, sustainable van program, transporting student volunteers to five community partners four days a week throughout the academic year. In another example, community members attending the university student government's annual Halloween party for local elementary school children shared feedback, which led students to create a new community event promoting nutrition and exercise for Salem children, rather than candy and sweets. The development of this event, Let's Move Salem!, has been informed by interviews with public school administrators, focus groups with children, and surveys of community participants.

F.5.1.1

Using examples and information from responses above, provide specific illustrations of how the impact data has been used and for what purposes.

F.6 In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?
Yes

F.6.1 What was the nature of the assessment, when was it done, and what did you learn from it?
Describe how you used specific opportunities and tools for assessing community engagement on your campus (opportunities might be a strategic planning process, a re-accreditation process, the self-study and external review of a center for community engagement, or others; tools might be the Anchor Institutions Dashboard, the Civic Health Index, the National Assessment of Service and Community Engagement (NASCE), the National Inventory of Institutional Infrastructure for Community Engagement (NIIICE), or others).

There have been three types of campus-wide efforts to comprehensively assess community engagement for the purpose of advancing institutional engagement. First, the NSSE (National Survey of Student Engagement) survey was administered on campus from 2013-2016. Having established baseline data for Salem State students, the university is moving to administer this instrument on a three-year cycle. NSSE provides results on high-impact practices, among other data. In order to specifically advance community engagement efforts, the NSSE civic engagement module was administered in 2015 and 2016. Among the results from the NSSE survey, Salem State Seniors reported gains from 2015 to 2016 on several NSSE items related to the SSU mission of preparing "a diverse community of learners to contribute responsibly and creatively to a

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global society, and serve as a resource to advance the region's cultural, social and economic development" including:

- 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. These groups include the President's Extended Cabinet, a forum of nearly 100 academic department chairs, deans, and campus administrative leaders; the Civic Engagement committee; and the Center for Civic Engagement's 2017 summer retreat.

Second, Salem State participated in the National Inventory of Institutional Infrastructure for Community Engagement (NIIICE) in 2017. Participating in this national research to create a baseline database enabled the Center for Civic Engagement and the university leadership to understand how our organizational infrastructure, operations, programming, and community engagement efforts compared with other institutions. Specifically, Salem State learned that 8% of the university's 4,800 courses, which are taught by 14% of the faculty across 72% of the university's academic departments, are service-learning/engaged courses.

The results of the NIIICE inventory were very encouraging for Salem State. Among the nine categories within the NIIICE criteria, Salem State was above the mean score for all institutions classified by Carnegie as community-engaged in the areas of center programs for faculty (+2.1), for faculty development (+2.7), and for students (+2.1). However, the results also indicated that there is additional work to be done: SSU scored just below the mean in four other areas when compared to Carnegie-recognized institutions, including institutional architecture (-1.7), center programs for community partners (-1.8), center director background (-1.0), and institutional information (-1.2). These data helped support the development of the CCE's Civic Action Plan for the university, further advancing the university's commitment to continuous improvement.

Third, in both 2014 and 2016, SSU administered the Noel-Levitz Student Satisfaction Index. Results showed that students in 2016 were increasingly more satisfied with campus support services. The results from these instruments were shared with several campus constituencies including the President's Extended Cabinet, the Civic Engagement Committee, and the participants in the CCE's 2017 summer retreat.

G. Faculty and Staff

G.1 Does the institution provide professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who engage with community?
Yes

G.1.1 Describe professional development support for faculty in any employment status and/or staff engaged with community:
Most campuses offer professional development – what is being asked here is professional development specifically related to community engagement. Describe which unit(s) on campus provides this professional development, and how many staff/faculty participate in the professional development activities that are specific to community engagement.

Throughout each academic year, the Center for Civic Engagement provides professional development open to all faculty at the university. For 2017-18, these opportunities included: an interdisciplinary Faculty Learning Community (FLC) on civic learning, GivePulse trainings and demonstrations, a civic engagement institute, and support to attend the annual Massachusetts Civic Learning Conference. The Faculty Learning Community brought together six faculty members from Business Management, Interdisciplinary Studies, Social Work, Secondary and Higher Education, Media and Communication, and Sociology to learn how to incorporate civic learning and civic learning with engagement into their courses. The

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deliverable for the FLC required participants to include at least one civic learning or civic learning with engagement module/experience into a course in the Spring or Fall 2018 semesters.

GivePulse trainings and demonstrations have been provided to faculty, staff and departments across the university to introduce them to the database and show them how they can use it to track their service-learning, internships, and other community-engaged experiences. Faculty who received an S-L course tag in Spring 2018 were required to use GivePulse in one of their courses taught that semester to encourage faculty to engage with the new database.

The three-day Civic Engagement Institute is designed to provide all faculty members and staff one-on-one support on how to incorporate civic engagement in their courses, research, or area of work. Participants learn the basics of civic engagement pedagogy and best practices and will begin (or continue) to plan to integrate civic engagement into a course, research opportunity, or community-engaged project. Topics include: civic learning, civic learning with engagement, and community-based research. The third day offers participants the opportunity to network with local community partners to explore potential collaborations through a networking luncheon.

Salem State is one of the leaders in the planning of the annual Massachusetts Department of Higher Education Civic Learning Conference. As such, the CCE's director actively encourages and supports faculty and administrators to attend the conference to learn how they can better implement civic learning at Salem State. In 2017-2018, Salem State's president participated on a panel at the conference that discussed civic engagement at different college campuses across Massachusetts.

G.2 In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
G.2 Facilitation of partnerships	Yes	Yes	Yes	Yes
G.2 Student teaching assistants	Yes	Yes		Yes
G.2 Planning/design stipends	Yes	Yes	Yes	
G.2 Support for student transportation	Yes	Yes	Yes	Yes
G.2 Eligibility for institutional awards	Yes	Yes	Yes	Yes
G.2 Inclusion of community engagement in evaluation criteria	Yes	Yes	Yes	
Program grants	Yes	Yes	Yes	Yes
G.2 Participation on campus councils or committees related to community engagement	Yes	Yes		Yes
G.2 Research, conference, or travel support	Yes	Yes	Yes	Yes
Other	Yes	Yes	Yes	Yes

G.2.1 If Yes to "Other": Please describe other support or services:

In addition to the resources listed above, Salem State also provides faculty transportation grants to support community-based projects, grant seeking/ crowdsourcing support for community engagement projects, and other in-kind campus support: free conference/meeting space, marketing and design services, media equipment and services, IT services, library services, food donations, and access to computer labs.

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

G.3.1 Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:
The preparation of this Carnegie application served as an impactful self-study and has encouraged the university to implement new practices that better reflect its community-engaged values. As such, the Provost, in conjunction with the Associate Vice President of Human Resources, realized that the wording of the faculty job description did not clearly reflect these values and within a day's time all faculty job postings included:

"Salem State is a teaching university, committed to our students' learning and growth, many of whom are the first in their family to go to college. Collegiality, student success, civic engagement, collaboration, initiative, continuous improvement and accountability are highly valued in our organizational culture and we seek a colleague who shares those values and wants to be part of our community."

Nearly every faculty position (full-time and part-time) posted during the 2017-2018 academic year emphasized the university's core values of inclusion, civic engagement, and stewardship.

Additionally, the Provost has updated the full-time tenure-track memo sent to all department chairs:

"Contextualizing Faculty Searches. In addition to seeking out new faculty members who will provide instruction and advance scholarship in the areas identified as critical to a given academic unit, you, your department chairpersons, and your faculty should also give fullest consideration to recruiting and interviewing colleagues positioned to help Salem State:
1. Build our collective capacity for delivering highly effective learning experiences in a full range of contemporary teaching contexts, including those that:
a. promote civic engagement, particularly through direct involvement in the community; or
b. employ digital assets and methodologies, including online and hybrid delivery (Strategic Plan Goals "Student Success" and "Academic Excellence");
2. Advance our commitment to diversity by identifying candidates with documented success in fostering a culture of inclusion and community building (Mission Statement; Strategic Plan Goals "Student Success" and "Collaboration, Inclusion and Stewardship");
3. Further our developing identity as a "teaching university" of the first class by seeking to integrate the four areas of professional responsibility assumed by each faculty member: teaching effectiveness, academic advising, continuing scholarship, and other professional activities, i.e., service work either on campus or in the local community (Vision Statement; Mission Statement; Collective Bargaining Agreement; Strategic Plan Goal "Academic Excellence"); and
4. Reduce the reported intellectual "silos" by looking to engage in academic endeavors grounded in collaboration across disciplines (Strategic Plan Goals "Academic Excellence" and "Collaboration, Inclusions and Stewardship")."

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G.4 Are there institutional-level policies for faculty promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-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 community-engaged scholarly work:

"Faculty scholarly work that uses community-engaged approaches and methods" refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles.

Characteristics of community engagement include collaborative, reciprocal partnerships and public purposes.

Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field.

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

In response to this question, if appropriate, describe the context for these policies; e.g., that the campus went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement.

In 2016, with a grant from the National Education Association, Salem State's Center for Civic Engagement hosted a day-long conference in partnership with the Massachusetts Department of Education to engage faculty and staff across public Massachusetts colleges and universities in system-wide conversations about how to operationalize civic learning on their campuses and how to promote new curricula that embed civic learning in courses across disciplines. A group of state university faculty, energized by an address by John Saltmarsh about public scholarship, agreed to lobby their campus leaders to elevate the work of civically-engaged faculty, including overt recognition in the hiring, tenure and promotion process. After the conference, the Salem State Chapter of the Massachusetts State College Association (MSCA) developed edits to the faculty contract that were recently adopted by unit members and the Massachusetts Board of Higher Education (ratified May 9, 2018).

Even prior to these edits, Salem State's leadership has been supportive of community engaged faculty in personnel actions. Annually, a tenure and promotion (T&P) workshop is held by the Office of Academic Affairs and the MSCA chapter, which includes advice on how faculty can frame their community-engaged teaching, scholarship and service in a manner consistent with the language of the contract (both old and new). Specifically, faculty have been recommended to use Boyer's (1997) model of engaged scholarship to frame their T&P narratives and document impacts of such teaching initiatives. The model is promoted by the campus' Center for Research and Creative Activities.

G.4.1.1

"Faculty scholarly work that uses community-engaged approaches and methods" refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles.

Characteristics of community engagement include collaborative, reciprocal partnerships and public purposes.

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Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field.

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

In response to this question, if appropriate, describe the context for these policies; e.g., that the campus went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement.

G.5 Is community engagement rewarded as one form of teaching and learning ? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.
Yes

G.5.1 Please cite text from the faculty handbook (or similar policy document):
MSCA (2017-2020) Collective Bargaining Contract, Article VIII A (1), "The following criteria shall be used in the evaluation of all full-time members of the faculty:
a. i. teaching effectiveness, including pedagogical experimentation and community-engaged teaching methods, as exhibited in lecture, seminars, internships, independent studies and other instructional settings.; ii. academic advising, as prescribed in Section A (3) of Article XII;

G.6 Is community engagement rewarded as one form of research or creative activity? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.
Yes

G.6.1 Please cite text from the faculty handbook (or similar policy document):
MSCA (2017-2020) Collective Bargaining Contract, Article VIII A (1),
"The following criteria shall be used in the evaluation of all full-time members of the faculty:
"b. i. continuing scholarship, including (A) contributions to the content of the discipline; (B) participation in or contributions to professional societies and organizations; (C) research as demonstrated by published or unpublished work (or, where applicable, artistic or other creative activities); (D) work toward the terminal degree or relevant post-graduate study or (E) scholarship that includes community-engaged approaches and methods of dissemination. Nothing in this paragraph (b)(i) shall be deemed to require any member of the faculty to engage in all or in any particular one of the activities that constitute continuing scholarship; and no member of the bargaining unit shall be denied a personnel action by sole reason of his/her not having engaged in any one or another of such activities. In evaluating each member of the faculty it shall be the responsibility of those charged with doing so to assess the quality, significance and relevance of that faculty member's continuing scholarship."

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G.7 Is community engagement rewarded as one form of service? Include faculty from any 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):
MSCA (2017-2020) Collective Bargaining Contract, Article VIII A (1), "The following criteria shall be used in the evaluation of all full-time members of the faculty:
ii. other professional activities, which by way of example shall include such matters as public service, community engaged service, and contributions to the professional growth and development of the university community.

G.8 Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? Are there policies for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations?
No

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

G.8.2 What percent of total colleges/schools and/or departments at the institution is represented by the list above?
See G.8.1

G.8.3 Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-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 tenure granting institutions) guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?
Yes

G.9.1 Describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty:
Revising the MSCA collective bargaining agreement was an important step in prioritizing civic engagement on the campus and beyond. The new criteria for tenure and promotion applies to all full-time faculty and part-time day faculty at Massachusetts public state universities and across all campus units. The contract specifically prohibits the development of departmental/school-level policy that

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conflicts with the statewide contract, thus laying the groundwork for a more pervasive acceptance of community-engaged faculty. That said, the Provost, the Salem MSCA Chapter, and the Center for Civic Engagement will continue to work with faculty, deans, and department chairs to develop a common understanding of the new contract and develop a set of best practices for faculty mentoring and evaluation. Next steps include revising all internal documents used to communicate expectations about tenure, promotion and post-tenure review, e.g., at new faculty orientation, during T&P workshops, and in those provided to peer evaluators.

G.9.1.1

At this point, applicants are urged to review the responses to Foundational Indicators and Institutional Commitment sections above and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If it is determined that the evidence of institutionalization is marginal, applicants are encouraged to continue with the process to help with self-study and assessment to guide deeper institutional engagement. If a campus submits an application and is not successful in achieving the classification, their participation in the process will not be made public by the Foundation and they will be offered the opportunity to receive individualized feedback on their application in the spring of 2020 to assist them in advancing their community engagement work toward a successful application in the 2025 classification cycle.

III. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

The questions in this section use the term "community-engaged courses" to denote academically based community-engaged courses. Your campus may use another term such as service-learning, community-based learning, public service courses, etc.

A.1 Teaching and Learning

A.1.1 Does the institution have a definition, standard components, and a process for identifying community-engaged courses?
Yes

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A.1.1.1 Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:

If your institution formally designates community-engaged courses, please provide the definition used for community engaged, the standard and required components for designation, and the process of application and review/selection for designation.

Community-engaged courses are officially defined as either service-learning or civic learning with engagement. Unofficially, the CCE is also in the process of introducing a new definition of community-engaged courses and research, entitled "critically-engaged civic learning."

SSU's definition for "service-learning" is: "a teaching methodology in which students learn through thoughtfully organized service and structured reflection tied directly to academic objectives. Service activities, conducted with and meeting the needs of a community partner, foster civic responsibility and deepen academic understanding." The standard components for a service-learning designation in the course catalog include: reflection, connection between S-L activity and course learning objectives, and reciprocity with a community partner that ensures identified community needs are addressed during activity. To apply for or renew a designation, faculty submit an application to the CCE a year in advance. Applications are then reviewed by the S-L review committee, consisting of the Director for the Center for Civic Engagement, the Center for Civic Engagement Faculty Fellow, and one member of the university Civic Engagement Committee. After the review process is complete, the faculty fellow meets with faculty to finalize proposed partnerships and provide any necessary guidance or support.

For civic learning with engagement (CLE), SSU uses the Massachusetts' Board of Higher Education's (BHE) definition of "civic engagement" as stated in their 2014 Policy on Civic Learning. According to the BHE, "civic engagement in higher education involves the participation of faculty, staff and students in the civic life and institutions of the community (local, regional, statewide, national and global) through reciprocal partnerships with public, private and non-profit organizations, to address critical social issues and align curriculum, scholarship, research and creative activity with the public good." The components for CLE (required) include: 1) substantial civic engagement activity linked to course learning goals and at least one element of the civic learning definition, 2) every student in the course is required to participate, 3) activity is designed to provide reciprocal benefits to students and broader communities beyond the classroom, and 4) activity includes a reflection component where the student is required to explain the significance of the experience and locate it within its broader political, social or economic context. The current CLE designation process involves analyzing catalog descriptions for every course each semester to identify each of the required CLE components and to ensure the inclusion of at least one civic learning element: civic knowledge, intellectual skills, applied competencies, and/or civic values. Final designated course descriptions are submitted to the Massachusetts HEIRS system.

In 2017-18, the CCE initiated new conversations on the implementation of "critically-engaged civic learning" (CECL) on campus to encourage the university community to engage in more equitable community partnerships. CECL is defined as "an approach to civic engagement work that uses a stakeholder cloverleaf in which constituents from all four stakeholder groups (community members, community organizations, students, and educational institutions) equitably co-design, implement, and evaluate CECL initiatives. This approach places the needs of students on an equitable power axis alongside the needs of all other invested stakeholders."

A.1.1.2 How many designated for-credit community-engaged courses were offered in the most recent academic year?
258

A.1.2 What percentage of total courses offered at the institution?
16

A.1.3 Is community engagement noted on student transcripts?
No

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A.1.3.1 Describe how community engagement is noted on student transcripts:
Community engagement is not yet broadly and systematically noted on transcripts; however, two institutional efforts are currently underway to move toward a more accurate reflection of the extent of community engagement on academic transcripts. First, course titles are currently used to describe those academic courses with significant community involvement. For example, SOC 401 Community Involvement, IDS 385 Community Organizing, SWK 200 Social Services Volunteer Practice, and EDC 210 Introduction to Community Education are among the courses that offer students substantial engagement with the community and are noted as such on students' transcripts. Second, students can create their own co-curricular transcript using Give Pulse to showcase all of the community-engaged courses they have taken, other co-curricular community engagement activities, as well as their number of hours and other impact indicators like services or goods provided. Students can update and print this unofficial transcript at any time. Once Give Pulse is fully implemented and presented to the university community, the CCE will propose through the university governance process the merging of Give Pulse records with official student transcripts. Also, a current initiative to add a global engagement seal on transcripts is currently under review with governing committees. How this initiative navigates the governance process could pave a path for civic engagement coursework and activities to also be recognized on official transcripts. In addition to these efforts, students are able to use the My Activities Portfolio to track their own civic involvement to develop their resumes and as an additional professional credential. This online program features a reflection component, a self-assessment component and a component allowing advisors to provide students with feedback, using skill categories based on the National Association of Colleges and Employers' (NACE) key competencies for career readiness.

A.1.4 How many departments are represented by those courses?
28

A.1.5 What percentage of total departments at the institution?
93

A.1.6 How many faculty taught community-engaged courses in the most recent academic year?
239

A.1.7 What percentage are these of the total faculty at the institution?
29

A.1.8.1 What percent of the faculty teaching community-engaged courses are tenured/tenure track?
43

A.1.8.2 What percent of the faculty teaching community-engaged courses are full time non-tenure track?
1

A.1.8.3 What percent of the faculty teaching community-engaged courses are part time?
56

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A.1.9 How many students participated in community-engaged courses in the most recent academic 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, by whom, with what frequency, and to what end:
Data provided in the previous questions are collected once a semester via the S-L course designation and civic learning course designation processes, which fluctuated over the years in terms. Data analysis has been undertaken by members of the Civic Engagement Committee, the CCE assistant director, and the CCE graduate retention fellow. Additionally, each semester the CCE Faculty Fellow reminds faculty via email to self-report their community-engaged course sections through Salem State's employee intranet, Polaris. This self-reporting measure tracks the course section, faculty member, number of participants, number of hours, and community partner(s). All of these data are used by the CCE to identify courses and faculty that may need resources and support with their community-engaged curriculum.

A.1.12 Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?
No

A.1.12.1 Describe the institutional (campus-wide) learning outcomes for students' curricular engagement with community.
Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals regarding community engagement. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understanding, skills, attitudes, and values. Those outcomes are often associated with general education, core curriculum, and capstone experiences that include community engagement.

The 2014 Massachusetts Board of Higher Education civic learning policy mandates civic learning as an expected outcome of all students in public higher education institutions. In response, Salem State has taken several steps toward campus-wide enactment of this mandate. In 2015, Salem State designed and implemented the civic learning course designation process explicated in question A.1.1.1.

In 2017, the CCE developed a Civic Action Plan for the university that identified five civic engagement outcomes for the institution. These outcomes include: 1) strong authentic, equitable, and sustainable partnerships across the North Shore, 2) increased faculty inclusion of civic learning and community-based engagement into coursework across academic disciplines, 3) student preparation for lifelong engaged civic action, both at the university and in their own diverse communities, 4) the development and enhancement of assessment tools and practices in the Center for Civic Engagement, at the university, and in the community, and 5) the development of a formal brand for civic engagement at SSU. An example of this work in action is new student participation in civic engagement activities during the new student orientation program. These community service opportunities, held on students' first day of orientation and within their first few hours at the university, introduce students to the institutional culture and commitment to civic engagement.

Additionally, in 2013 the university developed a new general education curriculum and in 2018 added a new required category for Diversity, Power Dynamics and Social Justice (DPDS). The new category requires students to critically examine and understand how unequal power impacts individuals and communities; examine the experiences and contributions of individuals and communities with social identities rendered 'other;' and explore their own social location

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for a better understanding of their own place in existing social structures, communities, and power structures. While this category does not require students to work with community partners outside of the classroom, it does lend itself to pairing with Salem State's new CECL framework for equitable community engagement partnerships.

Academic Affairs is currently developing a set of institutional learning outcomes to define what it means to be a Salem State graduate. Undoubtedly, civic learning and community engagement will figure prominently in these outcomes based on the centrality of these concepts in the university's mission, vision statement, and the last two institutional strategic plans.

A.1.13 Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?
Yes

A.1.13.1 Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:
To assess the CCE civic engagement curricular outcomes described in question A.1.12, several strategies and mechanisms are used. For Outcome 1, the CCE uses: a tracking system for partnerships and sets quantifiable objectives to annually achieve an increased number of community partnerships addressing a range of social issues; two community advisory board meetings a year to receive feedback on partnerships; and a yearly schedule of faculty and community partner networking events to build new opportunities for curricular engagement. For Outcome 2, the CCE tracks: the number of course sections that include civic learning and civic learning with engagement; the number and type of departments incorporating civic learning in their curricula; the number of faculty who partake in CCE funding opportunities for courses; and the number of faculty/staff grants, conference proposals, and publications. For Outcome 3, the CCE sets quantifiable objectives to annually achieve: an increased number of First-Year Experience sections that include a civic learning and engagement component; an increased number of students participating in advocacy/social justice programming; and an increased number of residence halls, clubs, and organizations participating in civically engaged activities. The CCE also set achievable objectives to develop a civic engagement minor, a civic engagement capstone course, and a civic engagement transcript designation; the first two of which have already been achieved. For Outcome 4, the CCE set quantifiable objectives to annually achieve: an increased number of departments participating in the civic learning pilot study, with an appointed civic learning liaison; and an increased number of faculty, community partners, and students using Give Pulse.

In addition, the President's Executive Cabinet (PEC) maintains a report card to measure progress in achieving the strategic plan goals. The report card from the 2013-2017 plan listed each of the four strategic goals, the objectives for each goal, and the action steps identified to achieve each objective. Fifteen specific action steps were established to advance progress on the four objectives linked to the third strategic goal, which was to "promote civic engagement, social justice, and connection to place." The new strategic plan was implemented in 2018, as the new President was inaugurated. With the conclusion of the first year under the new plan, the Chief of Staff will initiate a review of progress made toward meeting each of the goals using a similar management approach.

A.1.13.2 Describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used:
The CCE uses their assessment data: to engage in continuous improvement and accountability toward achieving the university's mission and goals; to increase the implementation and support of curricular community engagement opportunities; to provide students with multifaceted opportunities to grow as

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agents of change within their communities; and to advocate for more funding, resources, and support for civic engagement initiatives at the university and from the community. Outcomes of these assessments have shown that, over the past three years, attendance at community partner breakfasts has grown from 15 organizations to 45 and that community partners eager to participate in Day of Service have started soliciting the CCE before even being contacted (Outcome 1). Faculty participation in the annual Civic Engagement Institute has also grown to realize capacity each year (Outcome 2). Lastly, student participation in annual events such as Advocacy Day has grown 12% over the last year with a projected 17% additional increase this year (Outcome 3).

The Board of Trustees uses the institutional scorecard in their annual evaluation process of the university president. The data collected are used to help the university identify ways to strengthen its community-engagement work, specifically in terms of infrastructural support, funding, and more cohesive academic integration.

The PEC report card tracks institutional success in achieving the strategic plan goals over the four years of the plan. This report card was reviewed multiple times each year by the PEC and each vice-president was responsible for providing updates on the status of each action item. Four objectives and a total of 15 action steps were developed for Goal 3, Civic Engagement (CE). Of these action steps, two were accomplished (develop Center for Civic Engagement and develop CE orientation programs); 10 additional action steps were on schedule to be completed by the target (achieve Carnegie classification, achieve external funding in support of CE, integrate CE into curriculum and co-curriculum, assess CE activity, increase faculty/staff/students/alumni in CE work, increase S-L opportunities, develop and implement a sustainability plan, expand academic offerings in fields related to sustainability, expand engagement support for school districts, and foster economic development through the Enterprise Center); two were progressing behind schedule (strengthen local STEM partnerships and develop a marketing plan for CE); and one was not reviewed as of the last review period in August 2016 (provide professional development for faculty/staff to engage with community). The review process of assessment data has also led to senior-level discussions about challenges, barriers, and alternative approaches to advance the achievement of the strategic plan.

A.1.14 Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?
Yes

A.1.14.1 Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:
Among the university's academic departments, disciplinary learning outcomes are established or being developed for most undergraduate and graduate programs. Some examples of departmental learning objectives include:

School of Education: The SSU teacher licensure program has learning outcomes across the last three years of each program. In their junior year, pre-practicum students are required to complete a year-long field placement at a participating host school. Their learning outcomes include evidence that teacher candidates at this point in their programs can: demonstrate understanding through coursework and field-based experiences by applying course concepts to focused observations; conduct

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interviews with general and special education teachers and learn about the work of various specialists; administer literacy assessments and use them to plan and implement tutoring sessions for one student; and, in consultation with the supervising teacher, support learning in the classroom by possibly being assigned to work with individuals or small groups. In their senior year, students advance to the practice-level of Professional Standards for Teachers, where learning outcomes include the ability to: create and implement lessons and assessments for small groups and the whole class; critically examine resources for teaching and collecting and analyzing classroom assessment data; and teach lessons in the classroom. In their final year, students move to the demonstration level of Professional Standards for Teachers, where learning outcomes demonstrate the ability of teacher candidates to: participate in the Candidate Assessment of Performance (CAP) 5-step cycle; receive, reflect upon, and incorporate feedback on their teaching in order to adjust and improve practice; and develop a professional practice goal based on CAP feedback.

School of Business: The Bertolon School of Business' undergraduate and graduate programs have learning outcomes that emphasize students' curricular engagement with community. Students in undergraduate programs (BSBA) have seven learning objectives, two of which directly assess students' curricular engagement with community:
BSBA 1.1: Ethics
BSBA 2.1: Global and Multicultural Understanding
Two others indirectly assess students' curricular engagement with community. Students are required to identify a community challenge while considering outside factors (e.g. stakeholders). In turn, they make recommendations to solve and prevent the recurrence of a problem.
BSBA 4.1: Analytical Thinking
BSBA 4.2: Quantitative Reasoning
At the graduate level (MBA), students have 10 learning objectives, three of which directly assess students' curricular engagement with community:
MBA 1.1: Ethics
MBA 2.1: Global and Multiculturalism
MBA 2.2: Diversity
Three other learning objectives focus exclusively on students' curricular engagement with community (mainly, the workplace):
MBA 4.1: Leadership
MBA 4.2: Organizational Change
MBA 4.3: Teamwork
Finally, two other learning objectives indirectly assess students' curricular engagement with community:
MBA 1.2: Risk Assessment
MBA 1.3: Analytical Techniques

Psychology: Each psychology major shares common program goals including Goal 3, Ethical and Social Responsibility in a Diverse World. Shared learning outcomes (SLOs) for this goal are: 3.1) apply ethical standards to evaluate psychological science and practice, 3.2) build and enhance interpersonal relationships, and 3.3) adopt values that build community at local, national, and global levels. Pedagogies employed to support 3.3 include service-learning, community-engaged internships, and critical classroom discussion.

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A.1.15 Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

Yes

A.1.15.1 Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Academic departments engage in program reviews on a five-year cycle coordinated through academic affairs. Some reviews are conducted by national accreditation bodies, while others are conducted by independent academic peers. Selected general education outcomes are assessed systematically through the use of the AAC&U LEAP Value Rubrics. The university has also participated in MA-DHE assessment initiatives and provides professional development for faculty in the use of the VALUE rubrics. Curricular engagement is included within these respective review processes. Some examples of systematic assessment of departmental learning objectives include:

School of Education: The School of Education uses eight standardized assessments prior to allowing majors to begin student teaching. Subsequently, state licensure exams are utilized across various curricula for all Education majors. During their junior and senior years, students are assessed with at least one field visit and a feedback session from the SSU Field Coordinator each term. During their graduate year, students receive co-supervision from a Program Supervisor in the Supervising Practitioner's classroom while developing competency in all six essential elements of the CAP. They also undergo Assessment of Professional Dispositions and their lesson plans are collected and assessed at the end of their practicum experiences.

School of Business: In the BSBA program, they assess learning objectives every third semester.
• BSBA 1.1 was assessed in Fall 2017 and Spring 2019 and will again be assessed in Fall 2020, Spring 2022, Fall 2023, and Spring 2025.
• BSBA 2.1 was assessed in Fall 2018 and will again be assessed in Spring 2020, Fall 2021, Spring 2023, and Fall 2024.
• BSBA 4.1 and 4.2 was assessed in Spring 2018 and will again be assessed in Fall 2019, Spring 2021, Fall 2022, Spring 2024, and Fall 2025.
In the MBA program, courses are offered every other semester. Because of the small class sizes, instructors collect data over two semesters in order to ensure they have a representative sample size.
• MBA 1.1 and 2.2 were assessed in Fall 2018 and will again be assessed in Summer 2019. Implementation will occur thereafter, and the data collection cycle will begin again in Summer 2021.
• MBA 2.1 was assessed in Summer 2018 and will again be assessed in Spring 2019. The cycle will begin again in Spring 2021.
• MBA 4.1, 4.2, and 4.3 were assessed in Fall 2017 and Summer 2018 and will again be assessed in Spring 2019. The cycle will begin again in Spring 2021.
• MBA 1.2 and 1.3 were assessed in Fall 2018 and will again be assessed in Summer 2019. The cycle will begin again in Summer 2021.

Psychology: Learning assessment for the Psychology major is conducted with a variety of methods including embedded assessment, course SLO analysis for curricular mapping, a shared rubric for capstone papers, and student and alumni surveys. Assessment of SLO 3.3 (adopt values that build community at local, national, and global levels) is assessed using students' written reflections in courses

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with community engagement (e.g., PSY 337 Social Development).

A.1.15.2 Describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:
Results from these reviews are shared with university leadership, academic deans, and disciplinary faculty to promote and pursue continuous improvement. Department chairs use assessment data in curricular revision, curriculum mapping, deletion and addition of minors, implementation of new projects in the community, and strategic planning. For example, the chair of the Strategic Planning Committee met with the Civic Engagement Committee to review data from the NSSE civic engagement module. These results informed the strategic planning process, thus sustaining the importance of civic engagement in the subsequent plan. Also, the decision to postpone efforts to pursue the Carnegie Classification from 2010 to 2020 was based on an evaluation by the Civic Engagement Committee and the President's Office concerning the state of the infrastructure, reporting mechanisms, and the sustained and accurate collection of data related to engagement efforts. Some other examples of how these data are used include:

School of Education: Assessment data collected for the 4+1 licensure program are used: to determine Teacher Candidates preparedness for state licensure exams; to help develop the pre-practicum and practicum programs, particularly feedback provided by host schools; and to establish the four A's of the pre-practicum program: Accountability, Assignments, Assessment of professional dispositions, and Asking for help.

School of Business: For the undergraduate and graduate programs, faculty and administrative leaders allow themselves time in between assessments to make and implement changes to the curriculum based on assessment results.

Psychology: Assessment of the psychology major in 2015 revealed a need to increase students' exposure to and adoption of values that build community at local and global levels (SLO 3.3). Steps were taken in 2016 and 2017 to address the department's strategic goal #4 (Community Building) that included new co-curricular programming and outreach to alumni and community agencies to strengthen existing partnerships and explore new collaborations.

A.2. Curriculum

A.2.1. Is community engagement integrated into the following curricular (for-credit) activities? Please check all that apply, and for each category checked, provide examples.

Curriculum	Selected	Description
Student Research	Yes	Community engagement in student research can occur in the following possible ways: directed studies, independent studies, capstone courses, seminars, research methodology courses, and SSU Honors Program activities. A few examples include:

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		Art + Design: Students in ART 236 The Arts in America, (a designated Human Past course) continued working on a multi-year research project with the Danvers Historical Society by researching a select group of objects from the Society's collection. This year, students shared their research and solicited information from the public at the Discover Danvers Roundtable. This event was supported by a grant from Mass Humanities, co-written by Professor Sinnett. Biology: Biology students regularly present their research at regional conferences, such as the New England Estuarine Research Society, the Symposium for Women in Marine Science, the MA Statewide Undergraduate Research Symposium, and the Salem State Undergraduate Research Symposium. In 2017-18, students worked with community partners on research investigating the value of internships (Brigham and Women's Hospital) and prey acquisition in the cuttlefish (Marine Biological Laboratories). Also, biology students that work at the Cat Cove Marine Lab interact with organizations that visit the Lab including K-12 school groups and researchers from other institutions. History: The Student, Citizen, Soldier Project is a decade-long collaboration between Salem State University Professor Darien, campus veterans, and oral history students enrolled in HST 325 Oral History. The goal of this ongoing project is to raise the visibility of student veterans and document their varied backgrounds, journeys, and perspectives as students, citizens, and soldiers. The interviews ensure that community dialogues that follow student veterans from enlistment to boot camp to deployment and back to civilian life are documented and archived. Undergraduate Honors Program: The SSU Honors Program affords students the opportunity for independent research, class presentations, and the opportunity for collaborative learning. Each student is encouraged to create and complete an original senior honors project, typically a capstone experience that stands as an education high-water mark. One example of a community-engaged senior honors thesis involved a Media and Communication major who worked with a local organization to research, plan, implement, and evaluate a six-month public relations campaign. Throughout this process, the student obtained hands-on experience in collaboration with her community partner and helped develop and implement strategies for his growing business. The student presented her honors thesis at the SSU Undergraduate Research Symposium.
Student Leadership	Yes	Examples of how Salem State intersects community engagement and student leadership are: Interdisciplinary Studies: IDS 299 Topics in Student Affairs features intensive training in, and reflection on, specialized topics in student affairs. The emphasis in this course is on education and training for practical application on campus and beyond. This course is a type of shell course in which faculty can propose and develop course content on different topics that relate to student affairs. For example, in Fall 2017, this course focused on Volunteering in the Community. For this section, assignments included volunteering with a local community service agency completing projects and reflective writing, which demonstrated learning gained through community engagement. Another example of this course shell is the Leadership Institute, which is an opportunity for student leaders to study the dynamics of leadership in a structured and focused learning environment. This course uses the social change model of leadership development (Astin, 1996) as the curricular foundation. The model has two primary goals: 1) to develop students' skills and abilities as leaders, and 2) to foster constructive social change at the institution and/or in society. Students learn about seven critical values (collaboration, congruence, conflict with civility, consciousness of self and others, commitment, common

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		purpose, and citizenship) and how to apply these values individually, in groups, and in society. IDS 331 Mentoring and the Mentor Relationship is designed to evaluate various models of mentoring. This course explores the history, philosophy, theory, and practice of mentoring in higher education as well as other institutions and organizations. Students examine mentor roles through case studies and as found in the literature. Consideration is also given to the role of leadership in underrepresented populations in society. Class participation involves group process activities. Students work toward defining their roles as mentor and developing competencies in preparation to become student mentors at Salem State or in outside organizations. This course partners with students at Salem High School. Sociology: SOC 401 Community Involvement is a three-credit course offered to enable students to structure their learning through campus leadership positions. Working individually with a faculty member, students develop a plan to document, reflect on, and integrate their learning through student leadership opportunities over the semester. Senior officers in student organizations are among the student leaders who have earned degree credits through this course.
Internships, Co-ops, Career exploration	Yes	Every department at Salem State offers a career exploration opportunity. Salem State offers academic internship opportunities in 80% (24) of departments, which include: Accounting & Finance, Art + Design, Biology, Childhood Education and Care, Computer Science, Criminal Justice, Economics, English, Geography, Geological Sciences, Healthcare Studies, History, Interdisciplinary Studies, Management, Marketing & Decision Sciences, Mathematics, Media and Communication, Music and Dance, Philosophy, Political Science, Psychology, Sport & Movement Science, Sociology, and World Languages and Cultures. In addition to traditional internships, the university also offers career exploration to students through fieldwork, and pre-practicum and practicum experiences at the undergraduate and graduate levels in 13% (4) of departments which include: Nursing, Occupational Therapy, Secondary and Higher Education, and Social Work. Lastly, departments like Chemistry & Physics and Theatre & Speech Communication offer career exploration opportunities through courses like special projects, acting recitals, and advanced-level research projects in these fields. During the 2017-2018 academic year, 452 SSU students completed credit-bearing internships, and review of placements shows that 153 worked with non-profit agencies (n=77), government offices (n=42), K-12 public schools (n=13), hospitals (n=9) and community-facing campus programs (n=12). Some examples include: Social Work: Undergraduates pursuing a Bachelor of Social Work are required to complete over 420 hours of service with local organizations. Students enroll in a field service seminar concurrently, meeting with peers and faculty in small groups each week. Students are expected to complete a narrative log and other assignments designed to have students reflect on their field experience while integrating learning from other courses. Master of Social Work candidates are required to complete two internships which incorporate a minimum of 1064 hours of service at local agencies. Graduate students meet monthly with faculty and peers in field seminars. Both undergraduate and graduate students carry caseloads which provide experiential learning opportunities for each student and reciprocal benefits for the community agencies. Social Work internships address a wide range of community and human issues which include: addiction treatment, adolescent needs, adoption/foster care, case management, child and family services, community treatment, people with disabilities, domestic violence and sexual assault services, early intervention, homelessness/housing needs, hospice care, medical and psychiatric care, immigration/refugees needs, legal/court services, LGBTQ populations, mental health care, older adult services, residential care, school services, and veteran services.

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		World Languages and Culture: Students in SPN 385 Community Placements were placed in city governmental offices, educational outreach programs, public service agencies, including the Essex County Probate Court, and the City of Salem's Office of Constituent Services. Services provided by students included: translation of documents for the City of Salem, including information packets, the "First Time Home-Buyers' Application for Financial Assistance," and the "Housing Quality Standards Inspection Disclosure." Two students translated pamphlets for the Essex County District Attorney's Office addressing the use of drugs, "Drugs 101," and parental awareness, "What Parents Need to Know about the Abuse of Prescription Drugs."
Study Abroad	Yes	SSU oversees and provides access to a wide variety of study abroad programs that fit into any major. Students can study abroad for an entire year, a semester, during winter or spring break, or over the summer. Faculty-led study travel are trips abroad that are tied to course credit in the major department of the faculty member and provide students with valuable insights into course content and the global context. Students can conduct field experiences with faculty members abroad and earn course credit through directed study. Students can also choose to complete an internship while they're abroad. One interdisciplinary example of this includes the Service Learning and Cultural Immersion in Jamaica trip open to Nursing and Occupational Therapy students. This experience is led by Professor Leger, who has collaboratively built this opportunity since 2014 with the University of the West Indies (UWI), Mona School of Nursing and Tropical Medicine Clinic and Sickle Cell Research Unit. Potential learning experiences for students include: a day-long clinical experience at the Tropical Medicine & Sickle Cell Clinic; a day-long visit distributing medical and educational supplies at either the Children's or Adult Hospital; a day of community engagement and service at a CBO/NGO; and organizing and staffing a community health fair with UWI students. SSU students are pre-assigned to three groups which plan and deliver a health-related engagement experience to the Jamaican community. These events may include: a sweater drive, care for leg ulcers and free 4 X 4 dressings, genetic inheritance and family planning awareness, or a discussion of environmental triggers for those living with SCD (previously identified by the UWI partners). Since 2011, Interdisciplinary Studies, Biology, Education, and Nursing faculty and students have conducted field work in Liberia, engaging in a wide range of service activities related to peace, food security, education, and health. Some of the major activities include fish pond restoration and management; computer training for university faculty, teachers, and K-12 students; geospatial mapping; and collaborative training in restorative justice techniques. Before students depart for Liberia, they take a course to learn about the history and current situation in Liberia and to form close working relationships with other 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 go on to present their projects at SSU Undergraduate Research Day. Another study abroad example includes SSU Chemistry Professor El Madi's global-health themed service-learning trip to Southwest Morocco in collaboration with Seattle College students. SSU students assisted at a number of rural health clinics serving over 1500 villagers in the Atlas Mountains. They worked at an orphanage, helped build a school, cleaned beaches, and helped local villagers set up farms to address both food and economic insecurity. SSU students performed collaborative research with students from Ibn Zohn University of Agadir on water quality in the areas where the health clinics are held. Samples have been transported back to SSU for further analysis and documentation.
Alternative Break tied to a	Yes	During an alternative break trip to Ireland, two Geography department faculty organized seminars with faculty guest lecturers from the National University of Ireland in Galway, on

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course		the fighting in Northern Ireland, peace and reconciliation in Ireland, the European Union, and the development of sustainable tourism. One of these Geography faculty members has also led several trips to Barbados during Spring Break to address sustainable tourism and social justice while exploring race relations in the Caribbean. One of the major roles of universities is the preparation of the workforce for the global economy, and research demonstrates that when faculty/staff of color lead classes this significantly improves participation by students of color. Studies have also shown that students of color who participate in high-impact practices such as study abroad have increased rates of retention and academic success, something that is very important for a diverse student body like Salem State. The Barbados trips tripled and quadrupled the number of students of color participating in these types of trips. In addition, these exchanges also created new collaborations between SSU faculty and staff and with the University of West Indies, Cave Hill (UWI).

A.2.2. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

Curriculum	Selected	Description
Graduate Studies	Yes	There are 13 graduate programs at Salem State that incorporate community engagement into their curricula, which include: Art + Design, Business, Early Education, English, Geography, History, Mathematics, Nursing, Occupational Therapy, Psychology, Secondary Education, Social Work, and World Languages and Cultures. Some examples of these include: Education: EDS 796F Field Experience in Teaching English Language Learners in Adult or Community Settings pairs students in the Master's in Teaching English to Speakers of Other Languages in community or adult programs to work with English language learners. Students have worked with Catholic Charities in Lynn and Salem, Operation Bootstrap in Lynn, and in the Salem Public Schools teaching Chinese in the Saltonstall School's "Friday Club" where community members are engaged with the students in weekly enrichment classes. Geography: The GPH 904 GIS for Research and Analysis course examines how GIS is used for research or analysis and provides students with an opportunity to improve GIS skills. Students review literature and case studies on major theories and methods of geographic inquiry. Students develop a research question and plan, conduct GIS analysis, and communicate their findings. This class has been working with the City of Amesbury, MA to produce large scale maps for open space and housing inventories. History: The History Department offers the Public History Graduate Certificate program that incorporates community engagement throughout. This certificate program is designed to provide professional development for area museum professionals, with internship requirements at area institutions for certificate students. The department's Public History concentration and graduate certificate program require multiple service-learning experiences. Students across the major engage in the collection of oral histories, curation of digital histories (shared on Digital Commons), and service-learning work with museums and organizations. Mathematics: The Mathematics Graduate Studies program requires students in a teacher

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		licensure program to engage in classroom observations and student teaching in schools throughout the community. EME 990PM Practicum in Middle School Mathematics is a full semester of at least 300 hours in a middle school mathematics classroom(s). Practicum students are supported by cooperating teachers and college supervisors as they develop their professional knowledge and skills working with early adolescents. Occupational Therapy: Students in OCT 822 Civic Advancement and Administration I and OCT 728 Community Service Practicum complete community needs assessments and provide educational sessions to community leaders on how their needs can best be addressed. They also run groups and educational sessions for community members. The number of students varies between 45-60 a year.
Core Courses	Yes	In 2013, SSU finalized a new general education curriculum that replaced the old core course curriculum. A transitional model was implemented in 2014 and the new general education curriculum was launched in 2015. The launch of this new curriculum included the creation of the Personal Growth & Responsibility (PGR) category, which provides students with the opportunity to demonstrate an increased ethical understanding of how their physical, spiritual, emotional, social, environmental, intellectual, financial, and/or occupational habits and behaviors impact their personal well-being and the community throughout their life-cycle. This category includes an assessment criterion that focuses on providing students with opportunities to articulate and reflect on the dimensions of personal growth and wellness in relation to themselves and their community. The general education curriculum was updated in 2018 with the addition of the Diversity, Power Dynamics, and Social Justice (DPDS) category, as previously described in A.1.12.
Capstone (Senior-level project)	Yes	Here are a few examples of how Salem State integrates community engagement in capstone courses: Criminal Justice: The CRJ 540 Criminal Justice Capstone course provides students with an opportunity to reflect broadly upon their education at SSU and apply course materials to organizations in the criminal justice system. Specific learning acquired through academic experiences are applied to field work at various agencies focused on criminal justice. The course connects theory and research to current practices in the field of criminal justice and includes one and a half lecture hours and six hours of field work per week. Media and Communication: The COM507/510 Experiential Learning in Advertising/Public Relations ("EXPECT") course is an experiential learning capstone where seniors in advertising and public relations concentrations engage in supervised partnerships with non-profit organizations and entrepreneurs across Massachusetts' North Shore. Unlike traditional individual student internships, EXPECT organizes students into small cross-disciplinary teams and partners them with "clients" as learning-and-performing consultants with specific roles. A team of management and communication coaches prepares the students for their client engagement through role play and team-based activities during the semester. Music and Dance: The MUS 511N Seminar for Music Majors II course is a required capstone course for music majors. This course is taken in the final spring semester of the degree program and seeks to integrate and synthesize the knowledge gained in the music core. Class discussion, writing, oral presentations, and attending performances are an integral part of the class and discussion topics include music advocacy and leadership, music and the brain, music education, community engagement, and technology's effect on the music industry. As part of the course, students develop individual or group outreach projects to present to a community partner (e.g., local public school). Capstone projects may include, but are not limited to: undergraduate research, music composition, performance, or a recital as applicable to individual students' goals and abilities.

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		World Languages and Culture: In the WLC 501 Translation Studies Capstone Practicum, students produce a comprehensive portfolio of translation work comprising multiple written projects. Coursework and translation activities focus on specialized areas of translation according to the student's area of interest, project details, and linguistic parameters. Possible specializations include literary, technical, commercial, legal, medical, or translation for new media. Students combine an extensive class project with 32 hours of service work in translation for an appropriate community organization such as a health center, government or non-governmental agency, legal affairs agency or court, or a domestic or international corporation.
First-Year Sequence	Yes	As part of the new general education curriculum, all incoming freshman and transfer students who have completed fewer than 15 course credits are required to complete a first-year seminar (FYS). Some examples of these courses include:

Healthcare Studies: A Healthcare Studies FYS, It's a Dogs' Life…. Exploring the Power of Pet Persuasion, executed a fundraiser for the Northeast Animal Shelter. Over the course of the semester, students learned about the impact dogs have on human social, physical, emotional, spiritual, and occupational well-being. The service-learning project was an on-going component of the FYS course. Over the last two years, students have raised close to $1,000 for the shelter. This course was part of a first-year Learning Community (Immersed in Wellness) for Healthcare Studies majors that provided students an opportunity to discover the meaning of well-being and its impact on the healthcare industry through readings, guest speakers, discussions, and collaborative projects.

Men of Color First-Year Learning Community: Men of Color Pursuing Excellence and Transforming the World involved courses in Education (FYED 100 Creating Positive Life Outcomes for Men of Color) and English (ENL 110 Foundations of Writing). This learning community provided men of color an opportunity to gain a deeper understanding of the social dynamics that negatively impact the success, health, and well-being of their communities. From this understanding, students began the work of developing strategies for persisting in higher education with the potential to transform their own lives. Students also participated in The Brotherhood organization on campus, attended field trips, and used a sociological lens to examine the current state of men of color in society.

Sport & Movement Science: FYSM 100 A Whale of a Tale: Whales, Whale Watching, and You. This seminar focused on the study of whales and the whale watching experience in New England. The students engaged in a culminating project of a half-day of whale education at the Bentley Academy Charter School (3 hours, 60 Bentley students, 20 SSU students). Through this partnership, third grade students learned about whale biology, ecology, and history while SSU students learned practical ways of teaching environmental science/education.

Veteran Scholars First-Year Learning Community: This learning community involved courses in Interdisciplinary Studies (FYID 100 Vets Among Us, fall), English (ENL 110 Foundations of Writing, fall), History (HST 107 The United States in World History, spring), and Theatre & Speech Communication (SPC 101A Oral Communication: Personal and Professional, spring). The Veteran Scholars Learning Community offered students who had served or were serving in the military the opportunity to take courses together as they transition from military service to university life. In the fall, courses focused most intensely on the themes of resilience and reintegration while the spring semester courses explored the theme of engaged citizenship. Based on this learning community, veterans from this group initiated a larger writing group for all veterans in the local community held at Salem State and the Salem VFW Post. |

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General Education	Yes	Community engagement can also be found in SSU's general education through categories like Human Past (HP), Contemporary Society (CS), World Cultures (WC), Writing Level II (W-II), and Creative Expression and Appreciation (CEA). Some examples include:
		English: ENL 310 Introduction to Professional Writing (W-II). A general introduction to the large field of professional writing, focusing on the many different types of writing and the specific requirements for each area - business, technical, journalism, internet, media, etc. In ENL 310, students were required to participate in a service-learning project called "Community Partnership Digital Portfolio." To develop this project, students worked closely with local businesses/organizations on developing professional documents, publishing short press articles, and managing or creating social media outreach. The agenda or plan for student projects depended on the needs of the community partner. Students then created a professional report that organized the information. At the end of the semester, the students were required to submit an online portfolio of their professional writing. The community partner was also invited to evaluate the student groups and these evaluations were used to help determine final grades.
		Philosophy: PHL 310N Philosophy and Religion of the Eastern World (WC). A study of the classical literature of Hinduism, Jainism, Buddhism, Taoism, Confucianism, and Shinto. Traditional problems of the nature of human beings, such as reincarnation and the problem of evil, are discussed in the context of the social/cultural matrix of the East. The objective of this course is to help students acquire a better understanding of the philosophy of the Eastern world and to determine how Eastern philosophy may complement that of the West. In Fall 2017, students had to complete 10 hours of volunteer work with the Salem Council on Aging, where each student was partnered with one elder community member for about five hours of discussion and engagement through shared activities. In addition to the 10 hours of volunteer engagement, students were assigned to write two reflective journals relating their experiences in this community activity to the eastern religions discussed in this course. Students also had to make a 10- to 12-minute presentation in class on their experience by relating it to an Eastern religion discussed in this course. Approximately 20-22% of the grade was based on this service-learning project.
		Theatre & Speech Communication: THE 200 Creative Dramatics (CEA). This course provides practical experience in the techniques of creative dramatics, such as role-playing, acting, scriptwriting, technical theatre, and improvisation. While focused on expanding the students' own creative expression and ability to be collaborative participants in these exercises, students also learn how to facilitate creative play activities in classroom and other social settings. Through this course, students teach community members theatre exercises. In Spring 2018, students partnered with elementary students at Horace Mann Laboratory School.
In the Majors	Yes	Community engagement can be seen throughout majors in areas like major core courses, concentration tracks, and overall curricular programming. Examples include:
		Education: The School of Education recently revamped their Education Studies program to focus on Community Education. This program focuses on educational opportunities such as out-of-school programming in museum, hospital, or other community settings. It is an internship-intensive option for Education students. Their capstone is EDC 345 Directed Field in Community Education. This course is designed to provide students with an intensive guided experience in community education. Students observe, assist, and analyze their experience in an approved community education organization. Support is provided by both an on-site professional and an SSU instructor/supervisor.
		EDU 346 Science in the Elementary School with Field Experience is required for Education

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| | | majors in the Elementary Concentration. This course is a hands-on approach to science and includes topics from physical, earth, health, engineering, and life sciences. It is appropriate for setting and achieving instructional objectives in grades 1-6. Emphasis is on gaining an understanding of how science concepts are constructed and how effective lessons are designed. Students are required to participate in a beach cleanup, analyze what was collected, and submit the data to the Ocean Conservancy. The purpose of this assignment is to learn how to do science outside of the classroom in a way that engages children in their community, contributes to "real science," and makes an immediate positive environmental impact. The data on the trash collected is submitted to the Ocean Conservancy as part of a larger citizen science effort to understand human impact on oceans.

Geological Sciences: GLS 470 Field Geology I and GLS 485 Field Geology II are required for the Geology Concentration. GLS 470 covers the application of geological field methods including mapping, structural interpretation, surveying, and stratigraphic section measurement and interpretation to the production of geological maps. Several projects stress environmental applications. This course is field-based and requires the students to work outdoors at various sites in the Northeast and the Yellowstone Plateau in Montana/Wyoming. GLS 485 is a study/field course designed around a specific field experience. The course combines one to two weeks of classroom lecture and laboratory work with a 1- to 3-week field trip to an area specific to the course content.

Nursing: NUR 415B Public Health Nursing is required for students majoring in the Nursing Program. This course explores theoretical concepts of public health nursing that provide the framework to analyze the relationships between individual, community, and environment as they impact the promotion and maintenance of optimum health. Students provide health education and nursing care to individuals, families, communities, and populations through a variety of clinical placements (2 lecture hours and 7.5 hours of clinical practice per week for the semester). In 2017-18, this course engaged nursing students with older adults in a low-income residential building in order to develop community. Students developed enjoyable activities to engage seniors in healthy practices in order to promote healthy habits, improve health outcomes, and decrease loneliness and isolation. |
| In the Minors | Yes | Here are a few examples of how SSU integrates community engagement in the minors:

Marketing & Decision Sciences: MKT 347 Guerrilla Marketing is a contemporary approach to marketing and promotion that can be used as an elective course for the Marketing minor. Course learning activities include writing assignments and class exercises designed to integrate with students' service-learning experiences. The course focuses on the practical application of key concepts, leading to the development of a Guerrilla Marketing Campaign. Students are required to complete a team-based, self-selected service project. Working as a team, they choose a local non-profit organization as the host and then complete a series of service activities within that organization. During classroom time, students frequently share progress being made on individual projects with the instructor and classmates. Individual reflections are shared via three blog postings on Canvas. Toward the end of the semester, students write and present a formal marketing plan for their service organization, which includes discussions of the marketing issue, idea generation, strategic marketing decision-making, and a group presentation of the plan.

Political Science: In 2017-18, the CCE and Political Science department designed a civic engagement minor to be administered from the Bates Center for Public and Global Affairs. This minor includes CIV 101 Introduction to Civic Engagement and a capstone experience, either CIV 501 Directed Field Experience in Civic Engagement or CIV 502 Directed Study in Civic Engagement. The minor also requires students to choose from three categories of |

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| | | electives: Politics/Policy, Communication/Advocacy Skills, and Social Justice/Social Change. The proposed minor was approved by the university governance process in 2018-19 and will be offered to students beginning in 2019-20.

Psychology: PSY 218 Childhood and Adolescence can be used as an elective course for the Psychology minor. This course stresses the interaction of biological, psychological, and social factors that affect the human organism from birth through adolescence. Various theoretical points of view (e.g. Freud, Piaget, Erikson) are presented. In Fall 2017, 26 students in three sections of this course completed a project involving working with families in surrounding communities, applying course concepts in real-world applications.

Social Work: SWK 102 Social Welfare Past and Present is one of two options (SWK 101 and 102) required for the Social Work minor. This course examines the function of social welfare in society from various perspectives. Particular attention is paid to the evolution of the US social welfare system and its relationship to important social issues, including poverty and wealth. Social welfare is studied from a policy perspective, and students are given the tools to begin to analyze social policies. Students develop and articulate perspectives on social welfare and examine their own values concerning human need. In Fall 2016, SWK 101 and 102 were run concurrently as a learning community that incorporated a service-learning project across both courses. In Fall 2017, students enrolled in SWK 102 continued the project and collaborated with the Lynn Food Project and worked on the Lynn farm and/or at the Lynn Farmer's Market. |

B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

B.1. Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular engagement at your campus. Please check all that apply, and for each category checked, provide examples.

As with curricular engagement, a number of these activities take place off campus in communities and may or may not be characterized by qualities of reciprocity, mutuality, and be asset-based. This question is asking about which offerings reflect these qualities. The examples provided should indicate how a co-curricular program has been transformed by and/or reflect these community engagement principles.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	Here are a few examples of how community engagement intersects with social innovation/entrepreneurship at Salem State: VITA Program: Students from the Bertolon School of Business volunteer in vulnerable communities to assist low-income people in filing their income taxes. The VITA (Volunteers in Tax Assistance) program has been sustained by students and faculty for over 22 years. In

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		partnership with The North Shore Community Development Coalition, faculty recruit students to participate in this program to support the regional community, providing students with concrete experiential learning as a co-curricular opportunity in conjunction with their academic studies in business and accounting. The VITA program is an IRS-sponsored program that provides underserved populations with free income tax preparation with the objective of maximizing available tax credits, with major emphasis on the Earned Income Tax Credit (EITC). The students participate on a strictly volunteer basis throughout the entire tax season (late January – mid-April) and do not receive academic credit. The VITA student volunteers make a substantial commitment of time to participate in the VITA program; additionally, they attend approximately 22 hours of mandatory training and must pass three IRS certification exams before they can begin volunteering. SSU CPPD: The SSU Collaborative for Professional Development (CPPD) has been in existence since 1983 and provides over 100 workshops per year for K-12 teachers in 61 school districts that are members of the Collaborative. There are also two programs for students in the member schools/systems. One is the annual AP Practice Exams in Biology and Chemistry with 200 students participating. The other is the annual Women in Science and Engineering (WISE) Career day for 8th grade girls from member schools. Over 500 girls are presented workshops by over 20 women in the science and math fields at SSU. Salem Award Foundation: The university's long-standing support and involvement with the Salem Award Foundation (SAF) is an example of SSU's efforts to support social innovation. The SAF grew out of efforts to learn from the injustices of the Salem Witch Trials on their 300th anniversary. In 1992, an annual Salem Award was created to promote social justice. In 2018, with the support of SSU's current President and SAF board member, a Marketing Department faculty member was engaged to lead an effort to re-brand the organization. A team of students participated in researching the attitudes and opinions of current and former board members, donors, and the regional community about SAF. While the award presented is still known as the Salem Award, the organization was re-branded in 2018 as Voices Against Injustice to more closely connect the organization's name and mission. Members of the SSU community regularly sit on their board and the current chair is Professor Leisey (Social Work). Several SSU professors, administrators, and the university president have also given talks in the Tent Talks Series, which are brief talks that provide a link between the historic events of 1692 and issues affecting us today.
Community service projects - outside of the campus	Yes	The Community Service Initiative is a student organization that sponsored 25 service activities in 2017-18. For example, the group coordinated a van program delivering students to five local volunteer sites on weekdays and sponsored a series of weekend service events. Prior to volunteering, students were introduced to the social issue being addressed their service. Each received training related to privilege, reciprocity, and an asset-based approach to service. In addition, staff from the community partner educated student volunteers about the organization's focus and social issues it prioritizes, attributes of the constituents, and the value of the contributions made by students. Structured reflection occurred both at the conclusion of each activity and at the group's subsequent meeting. Staff of the weekday program drove student volunteers to an animal shelter, children's after-school programs, and a thrift store affiliated with a local shelter. The weekend activities were conducted with regional community partners, including two food cooperatives, a nursing home, a youth home, a homeless shelter, an agency serving people with developmental disabilities, and a housing advocacy organization. Students volunteered and/or directly interacted with community members accessing services from these community organizations. In Spring 2018, 18 students from the SSU Honors Program traveled to Portland, ME over President's Day weekend to collaborate with eight honors students from the University of Southern Maine and volunteer for Partners in World Health (PWH).

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		PWH collects medical supplies that U.S. healthcare facilities are required to discard and ships them to countries in need. Students sifted through and packaged medical garments, needles and syringes in sealed containers, and other medical supplies to help prepare the shipping container for the next PWH mission trip to Senegal. This was the first of what is anticipated to be biannual service trips for students in the program. The Massachusetts Poetry Festival is the state's largest poetry festival, and the largest in New England. 2018 marked the 10th year of the annual festival, which took place May 4-6. For the past eight years, SSU, in partnership with the Peabody Essex Museum, the City of Salem, Destination Salem, Hawthorne Hotel, and other local businesses, has played an active role as a festival sponsor. An English professor served as the executive director for the event, which was also strongly supported by English faculty and students. Held in downtown Salem, the festival attracted 1,500 poets and poetry lovers, their largest festival audience to date. SSU faculty and students served in the following capacities: planning committee members, public relations and marketing contributors, book fair management, headquarter volunteers, leaders of the SSU slam team, speakers, producers, and organizers.
Community service projects - within the campus	Yes	Salem State has several community service projects that are held within the campus, and include: Let's Move Salem!: This is an annual event sponsored by the Community Service Initiative and promotes exercise and healthy eating for elementary school children and their families. SSU students conducted planning meetings with school and health professionals to determine the health needs that are observed in the community, to solicit suggestions about structuring event activities, and to become familiar with the promotion of Let's Move to local families. Focus groups were held with children in local elementary schools, where the student coordinator could solicit input and feedback from the children. These planning and assessment efforts resulted in an event that presented children with information about their health and nutrition. At the conclusion of this event, families and student volunteers are asked to reflect on their learning and how participation in this event may influence their future behavior. Build-A-Bed: The Vikings Build-a-Bed Challenge was held December 4, 2017 at the SSU Gassett Fitness Center and was sponsored by the CCE, Athletics Department, A Bed for Every Child, the Massachusetts Coalition for the Homeless, and St. Jean's Credit Union. Fifty pairs of SSU students or alumni from various clubs, teams, organizations, and classes came together to build, sand, and paint a bed in one hour. The goal was to build 50 beds in a four-hour period, which helped ensure a good night's sleep for 50 children living in poverty in the North Shore area. These 50 beds joined an additional 200 beds that were delivered to children in need at the end of the month. Haunted Happenings is a community service initiative run by the Student Government Association. SGA requires that 1-2 members from each registered student organization attend the event and host a trick-or-treat table where children can play a game, color, have their face painted, etc. while also receiving candy. They also offer snacks, an inflatable bouncy house, and a haunted house. SGA sends flyers to invite students in grades K-5 in each of the elementary schools in Salem. An estimated 300-400 children and their parents attend the event per year. Although not traditional community service projects, the next two examples brought the campus community together to discuss very timely social justice issues and included ways to get involved post-forum: Compassionate Conservation Forum: This forum was organized by SSU's Bates Center for

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		Public Affairs and co-sponsored by the Tufts University Center for Animals and Public Policy and brought together representatives of wildlife organizations, rehabilitators, and animal control officers to discuss strategies to improve wildlife policy at the local and state level in Massachusetts. Mental Health Symposium: Organized by SSU's Center for Childhood & Youth Studies, participants joined leaders of the Commonwealth to identify gaps in addressing the mental health needs of young citizens and determine improvements to current practice and next steps to be taken to ensure access to support for those in need.
Alternative break - domestic	Yes	In 2017-18, the Community Service Initiative coordinated two alternative spring break trips to Texas and South Carolina. Both of these trips worked with Habitat for Humanity chapters to build homes for local families. In South Carolina, students worked with family members learning about building practices and constructing their home. They also attended a ground-breaking ceremony with the family who would occupy the new home. In one of the structured reflections, students shared lessons about privilege gleaned from their experience. One student noticed a whiteboard in the Habitat chapter offices, where family members made a wish list about their ideal home as part of a planning exercise (what color to paint it, how many bedrooms, etc.). One of the questions on the whiteboard was 'what would you like to have in your house?' and a child had written 'food' as their wish. As a student struggling to afford college, the student shared that she had not considered herself particularly privileged until that experience. The Salem State InterVarsity student group partnered with Endicott College students and traveled together to Baton Rouge, LA to provide disaster relief during Spring Breaks 2017 and 2018 with the national organization Rebuilding Together Baton Rouge. SSU students joined 150 students from 12 New England colleges and universities. In 2017-18, the Latin American Student Organization (LASO) also sent a group of students to Puerto Rico to volunteer. Pre-trip training, learning from staff and constituents on site, and structured reflection were incorporated into the trip. Some students assumed that Habitat houses were given to needy families. However, through interacting with agency staff and family members, students learned about the criteria that must be met to become a homeowner, including how the chapter underwrites mortgages and the 'sweat equity' contributed by family members in order to be eligible.
Alternative break - international	Yes	Several faculty members from a variety of disciplines have led international study-travel opportunities with service-learning components. Faculty members prepare students for the trip and ensure extensive experiential learning opportunities. The Center for Holocaust and Genocide Studies (CHGS) received a ten-year, $1 million grant, in part to support an annual study travel institute to Rwanda. Faculty and students volunteer their service at a youth village for a week, helping to re-build Rwanda. While studying the history of the 1994 genocide, students also visit sites where the killing occurred. The student groups witness the on-going work of family members and volunteers of the victims, disinterring mass graves, to clean and prepare human bones for proper burial. The trip experiences are the culmination of intensive course work developed to teach about the Rwandan genocide and ways in which healthcare professionals can help to alleviate on-going traumatic effects of this violent period. CHGS, with History and English faculty, also led an international trip to Europe in 2018 to study the Holocaust, World War II, and national memory in Germany, Austria, and Poland. Prior to the trip, faculty prepared students for the experience via a 2-day seminar. The seminar and travel study experience included visiting monuments, museums, memorials, historical sites, and concentration camps; exploring the complex relationship between the

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		events of WWII and the Holocaust; and examining how different peoples remember those events.
Student leadership	Yes	The LEAD Office coordinates two self-advocacy groups supporting students of color. Both of these groups offer faculty/staff mentors, structured workshops, experiential learning, and reflection opportunities to support student learning and development. BEES (Bold, Educated, Empowered Sisters) focuses on women's empowerment and professional skill-building, offering self-identified women of color structured learning opportunities to gain skills and knowledge to achieve their personal and professional goals. The Brotherhood focuses on academic success and retention, offering self-identified men of color resources and mentorship to reach their academic and achievement goals, connecting students directly to faculty/staff resources. Service activities are embedded in activities of both the BEES and the Brotherhood groups. BEES students mentor young women in Girls, Inc. and Girls for Success, while the Brotherhood members serve as role models for young men in Brothers for Success, an initiative of LEAP for Education. Through the LEAD Office, students and staff plan and execute the Change Makers Week/Change Makers Conference, which is open to the campus and local communities. The LEAD Office also holds the annual Women's Leadership Conference on campus, which is open to the public and addresses contemporary women's and gender issues. In addition, over a dozen student organizations travel annually to participate in professional association conferences to develop their leadership skills and/or to learn more about their academic fields of study. These professional and volunteer development opportunities engage students with structured educational workshops, networking opportunities, and experiential learning activities related to a specific profession or discipline. Nearly 100 student leaders take part in these travel opportunities each year, bringing knowledge and experience back to their student organization and the campus. One example is the National Young Feminist Leadership Conference, which brings together hundreds of student activists from around the country to build collective power and share strategies of resistance, grow knowledge about critical domestic and global feminist issues, learn grassroots organizing tactics, and mobilize for political gain at Congressional Visit Day on Capitol Hill. In 2018, seven students and one faculty co-advisor from SSU's Florence Luscomb Women's Center attended the conference. Students learned about reproductive health, rights, and justice; racial justice; intersectionality and identity-based activism; voter engagement and mobilization; and campus organizing tactics and methods, among other topics. The group also had meetings in congressional offices to advocate for the topics discussed at the conference. In 2017-18, the CCE developed a Civic Fellows program that was launched in 2018. This program created a cohort of students interested in advocacy and social justice and helped them become civically engaged on campus and in the community. Fellows participate in social gatherings, networking events, and regional conferences and receive mentorship from a community leader. They also develop the personal, professional, and leadership skills needed to create positive change in the community. Ten Fellows (freshman through senior) were selected from various departments and programs across the university, to include: Education, Social Work, Spanish, Sociology, Psychology, Political Science, Peace and Conflict Studies, Theatre and Speech Communication, Women and Gender Studies, and Biology.
Student internships	Yes	While internships at SSU are typically offered through courses bearing academic credit, there are two examples of co-curricular internship opportunities for students. The first is offered through the Geography Department via the SILOT agreement with the City of Salem. Through this agreement, the university funds an annual paid GIS internship in the City's Planning and Development Office. This internship is designed for an SSU student

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		interested in municipal government, community or economic development, urban planning or social services. Another example is the Congressional Internship Program offered through the Political Science Department. This program is offered both for credit and non-credit. The students who go to D.C. without credit (like those who receive credit) meet with Political Science faculty when they return and participate in panels to share their experiences with other students and faculty. Faculty are in touch with students throughout the internship and also make arrangements for other networking opportunities in D.C. For example, this past summer Political Science faculty connected the three interns with an SSU alumnus who is the chief counsel for the U.S. Senate Finance Committee. He met with the students individually and had lunch with them.
Work-study placements	Yes	Some of the university's work/study funds related to community engagement roles are awarded to students in the School of Social Work. Over 300 students during the academic year and nearly 90 students during the summer work in field placements. A total of $38,500, or over 10% of the university's work-study funds were awarded specifically to MSW students serving in work-study capacities in the community during 2017-18. The Justice Resource Institute and the Lahey Health Behavioral Services Program are among the larger agencies where Social Work students serve in work-study placements. In these capacities, students assist with mental health therapy, behavioral addiction services, child and family group homes, therapeutic services for adults with disabilities, and in-home therapy. Through these work-study placements, students support clients and social service agencies in meeting community needs while advancing their academic and practical skills and abilities. Additionally, during the 2017-18 academic year, three work study students were each placed at the CCE for 6-8 hours a week. All three students returned the following academic year, with two receiving work study funds and the third receiving institutional funds. CCE efforts supported by these placements include tabling for events, preparing for events, assisting with administrative and support tasks that help the CCE function. In addition, CCE sponsors work-study students in the community. In 2017-18, three students collaborated with LEAP for Education to organize a citizen after-school program for middle-school-aged students.
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	Through Salem State's Career Services office, students and alumni are provided multiple opportunities to engage with employers who demonstrate Corporate Social Responsibility: career fairs, class presentations, student site visits, career panels, mock interviews, networking events, online job postings, on-campus interviewing, resume critiques, and information tables. There are also opportunities for employers to participate in class case studies. For example, Target partnered with an SSU business class to present a relevant challenge and SSU students worked with professors to identify and present possible solutions to members of the Target leadership team. An additional opportunity was provided by St. Jean's Community Credit Union, a local financial institution that has demonstrated a strong commitment to social responsibility. This organization partners with SSU on volunteer projects, such as the First Year Day of Service and the Build-a-Bed program. Working directly with hundreds of student volunteers, St. Jean's staff have actively participated in these community engagement projects in addition to providing financial support for these programs. Some St. Jean's leaders are also alumni who have been integral to fostering this relationship with the university and demonstrating corporate responsibility in the local community. Healthcare Studies students are required to complete projects by the end of their programs, and many partner with organizations that demonstrate CSR. Some examples include: Boston Health Care for the Homeless, Brigham & Women's Hospital, Dana Farber Cancer Institute, Department of Health & Human Services, Healing Abuse Working for

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		Change (HAWC), Lynn Community Health Center, and Salem Council on Aging. Healthcare Studies also offers career panels and preprofessional days, which are networking and informational events that allow students to network, make career connections, and showcase posters. Partners include Northeast Arc, Recovery Centers for America, Massachusetts General Hospital, Scribe America, North Shore Medical Center, Grosvenor Park, Anna Jacques Hospital, the Lynch-Van Otterloo YMCA, and Children's Friend and Family Services.
Living-learning communities/residence hall/floor	Yes	Although the university supports multiple learning communities (first-year learning communities, students of color learning communities, disciplinary learning communities, faculty learning communities, etc.), none have had a residential component until now. In the 2019-20 academic year, four living-learning communities (LLC) will be initiated for the first time, two of which will be community-engaged: The Community Service LLC and Social Justice LLC. The Community Service LLC will focus on service to the Salem State community and the greater global community as a whole. Students will explore service opportunities that align with their passion. The Community Service LLC will have two locations: one dedicated to upper-class students and the other dedicated to first-year students. The Social Justice LLC will be an inclusive community for students to explore topics surrounding race, ethnicity, gender, sexual orientation, socioeconomic class status, and other identities. Students will understand how their intersecting identities contribute to systems of oppression. The Social Justice LLC will have one location comprised of upper-class students.
Student teaching assistants	Yes	The School of Education provides extensive co-curricular programming to prepare students to become student teaching assistants. During their junior and senior years in the combined bachelor's/master's program, students spend three to ten hours per week participating in observation, classroom assistance, and other structured experiences in schools. These experiential learning activities complement academic knowledge received through related course sequences. All candidates for field placements in pre-K – 12 teacher licensure programs and early education and care programs are strongly encouraged to access Career Services programs before they apply for the culminating practicum experience. Career Services trains students in interviewing skills, providing mock interview experiences using sample questions obtained from regional school principals. In addition, prior to being placed as student teachers in the practicum, the School of Education requires all student teachers to complete training with the Essex County District Attorney's Office to prepare them for their roles as mandated reporters of any child abuse and neglect. Once placed, student teachers participate in professional development activities offered by their host school district, gaining additional pre-service skills and knowledge.
Athletics	Yes	Athletic teams have been historically very active in promoting community engagement. In recent years, the department has been recognized multiple times by the NCAA for their extensive service activities. For example, last year Athletics partnered with the CCE to construct 50 beds for homeless and at-risk children. In addition to the physical activity of building beds, the event also educated participants about the need for increased support for homeless and at-risk children. Special Olympics Massachusetts (SOMA) is another consistent community partner of the Athletics department. During basketball season, Athletics hosts a basketball tournament and skills clinic, embracing the Special Olympics motto, "Let me win. But if I cannot win, let me be brave in the attempt." Students take part in trainings to prepare to volunteer with people with developmental disabilities. Each team plays in two games; in addition, varsity players and coaches lead a skills clinic during the wait between games. SSU student-athletes and coaches volunteer as officials, scorekeepers, announcers, fans, and event managers. After the event, participants and volunteers take to the floor in a dance-off led

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		by the SSU Mascot and Spirit Team. SOMA Teams are also given an SSU cinch pack, water bottle, and rally towel at the end of the event. Following the event, students participate in structured reflection activities with their teammates, coaches, and Special Olympics personnel. In 2018, 90 SOMA athletes participated in this event. 2017-18 was the second year of the Generation Games. The Generation Games brings family and community members from different generations together and provides them with a chance to connect and enhance their relationships through a day of recreational sport and healthy activity. A professor from the Athletic Department co-facilitated and hosted this event along with professors and students from Rotterdam University and the Salem Department of Park, Recreation and Community Services. Approximately 90 SSU students, 33 Rotterdam students and faculty, three SSU faculty, and staff from the SSU Recreation/Intramurals engaged in the development and management of the event. In 2018, SSU students put in 450 hours in the fall in planning and coordinating the event and an additional 600 hours in the spring planning and coordinating the event, which hosted over 300 members of the community. SSU faculty members contributed at least 800 hours in planning and executing the event. Additionally, SSU faculty collected evaluative surveys to develop an understanding of the outcomes and impact of the event on the community.
Greek Life	Yes	Each of the university's four fraternities and sororities as well as the Greek Council governing body engages in required community service activities. Guided by one of their pillars of excellence, Service and Philanthropy, fraternities and sororities are required to give back to the community or a cause without seeking praise for contributing service hours or funds. For example, Phi Sigma Sigma took a leadership role in supporting Relay for Life, a campus fundraising activity for cancer research. Beyond fundraising, much of the focus of the activity is devoted to honoring cancer survivors and remembering cancer victims. Structured activities are held throughout the 12-hour event to educate audience members about cancer and to reflect on participants' personal experiences with the disease. Months of planning and organization were devoted to this event, which raised tens of thousands of dollars as hundreds of students, faculty, and staff participated. Collectively, the sorority members walked 12 hours, with each chapter member giving at least three hours and 80% of the chapter participating for 4-12 hours. In addition, the sisters also made and sold smoothies at the event, a fundraiser which contributed all profits to Relay for Life. The sorority also raised money as a chapter, and they were the top fundraising team at the event. In October 2017, Alpha Sigma Phi collaborated with the Miracle League, a non-profit who strives to provide opportunities for children with disabilities to play baseball. Alpha Sigma volunteered three Saturday mornings to work with Miracle League children, and also helped coordinate the Rain Carnival in October, with all proceeds benefitting the Rape Abuse Incest Network. In October 2017, Theta Phi Alpha members attended the Walk to End Homelessness in Boston. In November 2017, members from Theta Phi Alpha volunteered with Habitat for Humanity in the National Women Build Week 2017. In January 2018, Theta Phi Alpha donated water to Northeast Animal Shelter. In February 2018, Theta Phi Alpha traveled to the Hope Lodge in Boston to make dinner for recovering patients and their caregivers. In April 2018, the Theta Phi Alpha fundraising chairwoman donated all the extra cookie dough from its fundraiser to Lifebridge, a local homeless shelter. Since 2013, the Sigma Alpha Epsilon fraternity and University Police have hosted the annual stuff-a-cruiser event to benefit the Department of Children and Families (DCF) and Rainbow Terrace (a subsidized housing complex adjacent to campus) residents. This event

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		consists of a campus toy drive during the holiday season, where participants "stuff" a police cruiser vehicle full of toys that are then delivered to DCF and distributed to local low-income children.
Other (please specify)	Yes	In addition to the categories listed above, students engage in co-curricular community engagement through Counseling and Health Services, Residence Life, the LEAD Office, and the CCE. Through Counseling and Health Services, university students and staff have partnered with the City of Salem for the Sexual Assault Awareness Day Mayoral Proclamation. Salem State community members also participate annually in the Walk for HAWC, a local non-profit organization that helps survivors of domestic violence. University community members have also participated in other community fundraising walks and activities, to include: North Shore Medical Center Cancer Walk, Tap Cancer Out, Take Steps for Crohn's and Colitis, and Out of the Darkness Walk for The American Foundation for Suicide Prevention. In Fall 2017, students and staff from Counseling and Health Services partnered with Harbor Health Services to provide free HIV screenings to campus and community members. Lastly, Counseling and Health Services students and staff have collaborated with the Dana Farber Blume Van annually since 2015 to provide free skin cancer screenings and sun safety education to university and community members on campus every spring. Through Residence Life, students and staff have engaged in several community service activities, to include: clothing and supplies drive for the Lifebridge homeless shelter; the Children's Thanksgiving Read Aloud; the creation of fleece blankets for the local animal 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 semester, students in the Center for Academic Excellence make and donate 150-300 sandwiches to a local non-profit in Lynn, MA, My Brother's Table. Through the LEAD Office, the Alliance student group works with students and staff to host the Trans Day Of Remembrance, National Coming Out Week, Pride Walk, Raspberry Swirl (a drag show fundraiser co-hosted by the Alliance and local LGBTQ non-profit, nAGLY), and Diversity Walk. These events are open to the public. In 2017-18, members of the CCE tabled to advocate for DACA recipients. Students and faculty filled out postcards to send to their representatives urging them to support legislation for DACA students. The CCE also held an event, Patriots and Postcards, where students could watch a Patriots game, fill out DACA advocacy postcards, and learn more about how to make a difference on issues of immigration. Additionally, SSU's annual Constitution Day panel was focused on DACA and its current status.

B.2. Do students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement?
Yes

B.2.1 Please describe the system used and how it is used.
In 2013, the university launched an online, portfolio program to enable students to document their involvement in co-curricular activities, including athletic teams, internships, study abroad, student organizations, and civic engagement. My Activities Portfolio is available to students through Navigator, the online student portal. Students can use it to log their community engagement activities and track, assess, and record skills gained through their engagement. Faculty or staff who are responsible for overseeing each activity confirm the accuracy of students' entries in the program, certifying the

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institutional commitment to these co-curricular records. The resulting co-curricular portfolio created by the student and affirmed by the university is an additional credential that students can use to market themselves.

Also, students who choose to use Give Pulse can create their own co-curricular transcript that lists all of the community-engaged courses they have taken and other co-curricular community engagement opportunities they may have participated in as well as their number of hours and other impact indicators like services or goods provided. Students can update and print this unofficial transcript any time they choose.

B.3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?
Yes

B.3.1. Please describe the pathways and how students know about them.
Over the course of their careers at Salem State, students engage in developmental pathways in which they can progress to increasingly complex forms of community engagement. These pathways are offered through a holistic approach to community engagement that involves co-curricular as well as curricular programs that intersect and build off of one another. Prior to their first day on campus, prospective students are introduced to the culture of civic engagement through prospective student tours and new student orientations. On their first day at Salem State, students are offered the opportunity to get to know their new community better through the annual First Year Day of Service event. This pathway continues through the new general education curriculum (with required PGR and DPDS components) and individual major and minor programs. Outside of the classroom, students can engage with the community via student clubs like the Philanthropy Club and activities like clothing and supply drives for local non-profits. Student athletes continue this trajectory through their collaboration with the Special Olympics, which was nationally awarded by the National Association of Division III Athletic Administrators (NADIIIAA)/Jostens Community Service Awards. As they near the end of their career at Salem State, students prepare for life after college as they engage with socially responsible corporations through networking events coordinated by Career Services. After graduation, alumni continue their commitment to civic engagement through their participation in the alumni civic engagement committee.

In addition to this holistic approach to civic engagement, in 2017-18 the LEAD Office developed Student Life learning goals for their co-curricular programming. Two of their three goals address community engagement: Courageous Leadership and Community Engagement. Through their Courageous Leadership goal, students serve as change agents and work collaboratively to make a positive impact on the world. These help students: demonstrate approaches to be an advocate/ally for social change; put dialogue into action through advocacy-oriented programs; and demonstrate the ability to use skills and knowledge to advocate for change. Through their Community Engagement goal, students gain an awareness of their place in the community and the responsibility to positively contribute toward resolving broad social challenges. This goal includes dimensions like: students will influence others to engage with the community; students will actively engage in actions to improve community well-being through professional and post-graduate experiences; and the creation of programming or institutes for sustainable living. Each learning goal is developed with clear

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developmental pathways for students as they progress from Beginner (Awareness) to Intermediate (Understanding) to Advanced (Skills & Influence). Although the goals were developed last academic year, LEAD is currently in the process of connecting specific programs to each of the goals.

C. Professional Activity and Scholarship

C.1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programing, etc.)?
Yes

C.1.1. Provide a minimum of five examples of staff professional activity:
The purpose of this question is to determine the level to which staff are involved in professional activities that contribute to the ongoing development of best practices in curricular and co-curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued staff professional activity. Please provide examples that your staff have produced in connection with their community engagement professional duties. We expect this to include professional products on topics such as but not limited to curriculum and co-curriculum development, assessment of student learning in the community, student development and leadership, etc., that have been disseminated to others through professional venues as illustrated in the question.

Exploring Models of a Successful Day of Service Program: Cynthia Lynch (Director, CCE) and Mathew Chetnik (Director, First Year Experience) are engaged in active scholarship involving the First Year Day of Service. At the Eastern Region Campus Compact Conference in 2016, they discussed their program experiences with an emphasis on program implementation and assessment. Lynch also co-presented with Tom Matthews (Associate Dean of Leadership and Service, SUNY Geneseo) at the 2017 Civic Learning and Democratic Engagement Conference, where they discussed Day of Service programs to better understand elements that help students feel accepted and accomplished and how this impacts student retention, leadership skills, and an awareness of social justice issues.

Coordinated Community Response to Sexual Violence: Neil Andrito (Former Director of Residence Life), Colleen Armstrong (Coordinator, Prevention Education Advocacy and Response Program), Cassie Kao (Associate Director, Community Standards and Residence Life), Richard Riggs (Captain, Campus Police) and Ross Steinborn (YWCA North Shore Rape Crisis Center) provided professional training for K-12 educators about the application of Title IX within K-12 schools, the creation of Coordinated Community Response Teams, and other best practices to address sexual violence. Their workshop at the Spring 2017 Youth at Risk Conference provided CUE credit for participants.

A Breath of Fresh Air: Kathy Neville (Associate Dean, School of Graduate Studies) co-authored "A Breath of Fresh Air: Students' Perceptions of Interactions with African American Faculty," that appeared in the Journal of College Student Development in 2017. In this phenomenological study, classroom observations and interviews with students were examined to reveal how interactions with African American faculty positively influenced the student experience. This study supports previous research on the benefits of student–faculty interactions by providing additional evidence regarding the importance and value African American faculty bring to the academy.

Multicultural Specialist: Dericka Canada Cunningham, Civic Engagement Hall of Fame 2018 inductee, initiated the program development of a Multicultural Specialist role within the SSU Counseling and Health Services. In her role as Multicultural Specialist, she collaborates with the LEAD office to assess the unique needs of Students of Color, address mental health stigma by breaking barriers for students to engage with mental health topics and professionals, provide students with culturally-based mental health resources, and serve as an advocate for all students who engage with this office. In 2017-18, Cunningham was invited to speak on mental health among Black college students at Harvard University for their Black

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Mental Health Conference.

Fostering Campus Collaborations with HAWC: Lauren Hubacheck (Assistant Dean of Student Experience and Transition, Career Services) and Elisa Castillo (Assistant Dean of Students for Wellness) serve on the Board of Directors for HAWC, a Northshore non-profit that provides services to victims of domestic violence. Hubacheck is currently the board's Vice President and is active in planning multiple fundraising events, holiday drives, and HAWC's 40th celebration, Trailblazers and Torchbearers, which was held at SSU. Each year she organizes a team representing various student clubs and departments on campus to participate in the Walk for HAWC, the organization's key community visibility/fundraising event.

C.1.1.1.

The purpose of this question is to determine the level to which staff are involved in professional activities that contribute to the ongoing development of best practices in curricular and co-curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued staff professional activity. Please provide examples that your staff have produced in connection with their community engagement professional duties. We expect this to include professional products on topics such as but not limited to curriculum and co-curriculum development, assessment of student learning in the community, student development and leadership, etc., that have been disseminated to others through professional venues as illustrated in the question.

C.2. Are there examples of faculty scholarship, including faculty of any employment status associated with their curricular engagement achievements (scholarship of teaching and learning such as research studies, conference presentations, pedagogy workshops, publications, etc.)?
Yes

C.2.1. Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.

Critically-Engaged Civic Learning: Cindy Vincent (Assistant Professor, Media and Communication) and Sara Moore (Assistant Professor, Sociology) working with Cynthia Lynch (Director, CCE) and Jacob Lefker (Northshore North Shore Community Development Coalition) prepared a white paper proposing a critically-engaged civic learning (CECL) framework, which shifts service-learning from a student-centered pedagogical approach to an equity-based model that views all constituent stakeholders as equal partners in the co-design, implementation, and evaluation of CECL initiatives. Their white paper was submitted to Journal of Higher Education Outreach and Engagement for review.

Optimizing Service-Learning for Self-efficacy and Learner Empowerment: Joanna Gonsalves (Professor, Psychology) and Eric Metchik (Professor, Criminal Justice) engaged in a five-year collaboration with Cynthia Lynch (Director, CCE) and faculty and staff at five area community colleges to study service-learning impacts across campuses. They applied the Job Characteristics Model (Hackman & Oldham, 1976) as a lens to examine the service-learning experiences of 228 students to identify course characteristics that have the potential to strengthen students' course motivation and self-efficacy. The project was supported by grants from SSU, the Boston Foundation, and the National Education Association. Interim findings

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were shared by the research collaborative at three statewide conferences and a final report was accepted for publication in 2019 by the Michigan Journal of Community Service Learning.

Digital Salem: Roopika Risam (Assistant Professor, English), Justin Snow (Digital Librarian), and Susan Edwards (Archives Librarian) collaborated with students, faculty and historians to build a digital humanities community through SSU's Berry Library. Digital Salem seeks to broaden the scope of what it means to involve the surrounding community in scholarship. The Digital Salem team published an account of the project, entitled, "Building an Ethical Digital Humanities Community," in Curriculum Development (2017) and presented at the 2018 SSU Faculty and Graduate Research Symposium.

Brothers for Success: Steven Oliver (Assistant Professor, Secondary and Higher Education) explores the ways in which race, class, gender, and LGBT identity impacts educational opportunity and academic achievement in secondary and higher education. He created the Brothers for Success (BFS) program, a partnership between LEAP for Education, the SSU School of Education, and Salem High School (SHS). The goal of BFS is to facilitate the successful transition from high school to college for a cohort of 15 males of color from SHS. Steven has published his scholarship on student learning in About Campus: Enriching the Student Learning Experience (2016 and 2018) and a book chapter in Challenges in Higher Education Leadership: Practical and Scholarly Solutions (2017).

Teaching Hard History: American Slavery. Bethany Jay (Associate Professor, History) was awarded the 2018 American Historical Association James Harvey Robinson Prize for her outstanding contribution to the teaching of history. Her book, Understanding and Teaching American Slavery (2016), with Cynthia Lynn Lyerly (Boston College) is designed to help teachers more effectively integrate a study of American slavery into their classrooms. Recently, Jay played a central role in a Southern Poverty Law Center Report, Teaching Hard History (2018), which details the insufficiencies in the teaching the history of American slavery.

C.2.1.1.

The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.

C.3. Are there examples of faculty scholarship and/or professional activities of staff associated with the scholarship of engagement (i.e., focused on community impact and with community partners) and community engagement activities (technical reports, curriculum, research reports, policy reports, publications, other scholarly artifacts, etc.)?
Yes

C.3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:
The purpose of this question is to explore the degree to which community engagement activities have been linked to faculty scholarly activity and staff professional activity. Describe outputs that are recognized and valued as scholarship and professional activity. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines,

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professional positions, and the connection of outreach and partnership activities to scholarship. Broader Impacts of Research activities producing co-created scholarship of investigators and practitioners aimed at meaningful societal impacts could be included here.

The Gallows Hill Project: Tad Baker (Interim Dean, School of Graduate Studies) and Peter Sablock (Retired Professor, Geology) are leaders in The Gallows Hill Project, a group of seven scholars that use court records, maps, ground-penetrating radar, and aerial photographs to definitively identify the location where 19 innocent people were hanged during the 1692 witch trials. The City of Salem marked the location with a memorial in Summer 2017.

Feminist Perspectives on Social Work Practice: Shannon Butler-Mokoro, Laurie Grant, Shelley Steenrod, Rebecca Mirick, Elspeth Slayter, Lisa Johnson, and Sandra Yudelivich-Espinoza (Professors, School of Social Work) published an edited book entitled, Feminist Perspectives on Social Work Practice (2017). The book draws on the experiences of social work professionals in greater Boston and is a contemporary look at the issues across a wide spectrum. Using demographics, case studies, and best practice/evidence-based programs, the authors collectively provide students and practitioners with a comprehensive knowledge of women from a feminist perspective.

Advocacy for Immigrant Worker's Rights: Avi Chomsky (Professor, History) is a public scholar who has been active in Latin American solidarity and immigrants' rights issues for decades. She is a book author and regular columnist for TheNation.com, TomDispatch.com and CommonDreams.org. In 2017, Chomsky published an article in in the NACLA Report on the Americas (Volume 49(2), p. 206-211) which examines the struggles for documented and undocumented immigrant workers under the Trump administration.

Fossil Fuel Divestment: Noel Healey (Associate Professor, Geography) is a researcher and activist who focuses on responses to the climate crisis and normative dimensions of rapid climate change mitigation. His core work revolves around climate change politics, global climate governance, energy transformations, restrictive supply-side climate policy, energy justice, and the link between academic knowledge, political activism, and policymaking. Healy's projects have secured over $173,000 in research grants and have spanned Ireland, the U.S., China, Germany, and Latin America. Healy was appointed to the editorial board of Energy Research and Social Sciences (2019-2021) and is also a Ludwig-Maximilian University (LMU) of Munich Rachel Carson Fellow. In 2018, he was the faculty inductee to the Civic Engagement Hall of Fame.

Modern Bonds: Elizabeth Duclos Orsello (Professor, Interdisciplinary Studies) explores questions of social justice, issues of identity-formation, and struggles for voice and power, including the construction and experience of "community." Her book Modern Bonds (UMass Press, 2018) examines the complex renegotiation over the meaning and practice of "community" in urban America in the early 20th century, with implications for our lives today. In this interdisciplinary study, Duclos-Orsello focuses on St. Paul, Minnesota, from 1900 to 1920, and examines a wide range of subjects and materials. As Duclos-Orsello demonstrates, it was during this period that a complex set of activities, policies, and practices led to new understandings of community that continue to shape life today.

D. Community Engagement and other Institutional Initiatives

Please complete all the questions in this section.

D.1. Does community engagement directly contribute to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty)?
Yes

D.1.1. Please describe and provide examples:
Throughout the new SSU Strategic Plan, civic and community engagement intertwine with diversity and inclusion goals. The report's vision statement notes that the university serves the communities of

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the North Shore while it creates an ever more globally aware and culturally diverse campus environment. Inclusion is listed as a university core value in the strategic plan with a focus on the promotion of an inclusive campus environment that respects human differences, welcomes and celebrates diversity, promotes global awareness, and inspires students, faculty, and staff to be champions of social justice and the common good.

The strategic plan identifies two goals that align community engagement with diversity and inclusion. The first goal, Collaboration, Inclusion, and Stewardship focuses on fostering a university-wide culture of inclusion, accountability, collaboration, and stewardship. This will be accomplished by celebrating and showcasing the accomplishments of faculty, staff, students, alumni, and the university itself; equipping and engaging members of the SSU community to be effective advocates and ambassadors in the wider community; and generating a stronger sense of pride and connection to place for all members of the campus community. The second goal, Student Success, focuses on creating a challenging and supportive learning environment that fully engages students in their learning and promotes attainment of academic, personal, and career goals. The achievement of this goal would ensure that students acquire the necessary knowledge, skills, experiences, and sensitivity to be informed and engaged citizens who value diversity and champion social justice, civic responsibility, and Inclusive Excellence to promote a spirit of service and heightened sense of mutual responsibility among members of the campus community.

Some examples of this vision have already been seen through the Center for Diversity and Cultural Enrichment. Every year, this Center convenes a group of colleagues, community members, and students to plan SSU's annual MLK Celebration, which has been celebrating the legacy of Dr. King for over 29 years. As a result of the university's mission and commitment to civic engagement, the MLK Planning Committee began offering a Day of Service component in 2014, which still runs today. The MLK Day of Service project provides students, staff, faculty, alumni, and community members the opportunity to assist non-profits with critical need-based projects. Each of the service projects is themed to focus on local community engagement, social justice, food justice, poverty and homelessness, and children's rights.

In 2017, the CCE and Chief Diversity and Inclusion Officer collaborated on a grant for the development of a Truth, Racial Healing & Transformation Center (TRHT) at SSU. The goal of the TRHT was to create a positive narrative about race in the community; to promote racial healing activities on campus and in the community; and to erase structural barriers to equal treatment and opportunity within the economic, legal, educational, and residential components of the community. While the university was not ultimately awarded the grant, this process brought together the CCE and Office for Inclusive Excellence in a way that will enable collaboration in the pursuit of future opportunities.

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

D.2.1. Please describe and provide examples:
Community engagement is connected to student retention and success efforts in the following ways:

Moving Forward, Giving Back (MFGB): Salem State University's First Year Day of Service is designed to

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positively impact retention and student success. By assembling diverse MFGB teams, a structure and support system was established to help students feel engaged, accepted, active, and accomplished. As a result of MFGB, first-year students developed meaningful and lasting connections with classmates and the community, making their transition into college more enjoyable and successful.

Advocacy Day is a one-day event that includes guest speakers and workshops for students who are interested in learning about social justice issues and gaining activist skills. The 2017 event began with a keynote by Nazda Alam, SSU alumna and immigration and voting rights activist. Other guest activists addressed women's rights, student debt and higher education, economic and housing justice, racial justice, and LGBTQ rights. The event included two breakout sessions: The first session educated attendees on social justice issues relevant to each, and the second session provided attendees with tools necessary for activists seeking to create social change in their community.

Women's Leadership Conference: For the past thirteen years, Salem State University has hosted the Annual Women's Leadership Conference, which seeks to inspire and facilitate the empowerment of women in the North Shore community. Last year's conference followed the theme "What She Said: Continuing the #MeToo Conversation" and included a keynote by actress and activist Milana Vayntrub. During lunch, participants had the opportunity to share and express their thoughts and connections to the #MeToo movement through an art project. The art was contributed to a larger group banner that was displayed on campus. Later that evening, a self-defense class was offered by Impact Boston that taught participants to resist threats, intimidation, and violence perpetrated by strangers and familiar people.

FYRE: Another student success and retention tool is the First Year Reading Experience (FYRE). The FYRE program connects new students to the university and community through a shared reading experience, welcoming them to a culture that values the thoughtful discussion of ideas. Last year the book chosen by the university community was Bad Feminist by Roxane Gay. FYRE hosted and co-hosted five events in support of this book that partnered with the community on subjects like women in politics, women in hip hop, and the representation of women's history on Wikipedia.

CAE: The Center for Academic Excellence (CAE) helps students achieve academic success by providing a variety of academic services. CAE offers the Summer Bridge Academy (SBA), an alternate admissions program that provides the foundation for high school graduates to achieve academic success in college through competence in basic academic skills. Some students need to develop these skills before enrolling in college and therefore are required to participate in the SBA. SBA is designed to give students the tools and resources necessary to achieve their educational goals and attain academic success at SSU and throughout their careers.

D.3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects protections for community-engaged research?
Yes

D.3.1 Please describe and provide examples:
The IRB maintains an open Canvas website, which provides support information for students, faculty,

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staff, and outside constituents who conduct research with human participants. The site includes pages on Research Collaborations, sample proposals and exemplars, supporting documentation and sample forms, recruitment procedures, and others. As part of the IRB process, SSU requires training for all faculty and students involved in research with human subjects provided online by CitiProgram.org. SSU only requires the basic training package, but add-on modules for community-engaged research and community-based participatory research are available to faculty and students. Additionally, members of the IRB have worked closely with the CCE and are available to consult with students, faculty, and community partners in developing community-based research.

As a teaching institution, the IRB supports student research by reviewing student proposals submitted as a teaching and learning tool, as well as student projects intended for dissemination both externally at conferences and internally at SSU's Undergraduate and Graduate Research Day symposia. Many of the academic departments require students to conduct capstone projects, honors theses, graduate theses, and senior projects, many of which are in collaboration with secondary organizations including social service agencies, hospitals, and schools. These projects are reviewed and supported by the IRB to ensure they meet federal guidelines and institutional policies and procedures.

D.4. Is community engagement connected to campus efforts that support federally funded grants for 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 State that engage the community and campus:
• U.S. Department of Education ($2.2 million total) for Salem State University TRIO Student Support Services. The federally funded TRIO Student Support Services program seeks to increase the retention and graduation rates of first-generation, low-income, and students with documented disabilities by providing comprehensive services and opportunities designed to promote educational access.
• U.S. Department of Education ($1.6 million total) for SSU Upward Bound program. The SSU Upward Bound Program provides comprehensive program services to a select group of Lawrence Public Schools students.
• U.S. Small Business Administration ($388,199) for the Northeast Regional Small Business Development Center (SBDC). The SBDC provides free, confidential, one-to-one business assistance and free or low-cost educational training programs to prospective and existing small businesses.
• U.S. Department of Justice, Office of Violence Against Women ($299,868 total) for SSU Prevention Education Advocacy Response (PEAR) program. PEAR provides programs, trainings, and discussions on the topics of consent, healthy relationships, gender and sexuality, masculinity, sexual violence, dating and domestic violence, stalking, and others.
• National Institute of Health ($295,389 total—subcontract with Massachusetts General Hospital) to identify the neural structures and dynamics that regulate phonological structure.
• National Science Foundation ($80,158 total) for East African Rift Tephra Database (EARThD): A Compilation Documenting and Analyzing Explosive Volcanism in East Africa.
• National Science Foundation ($57,595) for Learning and Modeling: A Collaborative Synergistic Approach to K-12 Computing and STEM Education.
• U.S. Department of Commerce/Economic Development Administration ($48,088 total) for Lawrence

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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 Networking the Regional Comprehensives: Digital Humanities beyond the R1 and SLAC.

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

D.5.1. Describe the methods for encouraging and measuring student voter registration and voting.
According to the Institute for Democracy and Higher Education's National Study of Learning, Voting, and Engagement (2017, p. 3), SSU had a 65.2% student voting rate, which is nearly 30% higher than the voting rate for all institutions. This strong voter engagement rate was achieved through a coordinated triad of active voter registration in classes and residence halls, two months of intensive educational election programing called "Your Voice, Your Vote: Election 2016," and an extensive "Get Out the Vote" effort. In recognition, SSU received a Silver Seal for Excellence in Student Voter Engagement by the All IN Campus Democracy Challenge, which is now mentioned in the university boiler plate language. On November 1, SSU was named to Washington Monthly's 2018 America's Best Colleges for Student Voting. A part of The College Guide and Rankings – which rates colleges and universities on their contributions to social mobility, research, and public service – this is a first-of-its-kind list of the schools doing the most to turn students into citizens.

Below is a listing of the programming that occurred between September 15, 2016 and November 9, 2016. The items with an * were part of an ongoing Pizza and Politics series.

• 9/15 Constitution Day Speaker: Judge Nancy Gertner (150 attendees) • 9/26 Debate Watch Party (200 attendees) • 9/28 Race, Immigration, and the 2016 Election Panel* (55 attendees) • Sept-Oct Voter education and registration in the Point Neighborhood S-L project through American Identities course (40 students) • 10/3-7 Election Teach-In across campus (~50 course sections, ~1000 students) • 10/6 Get Out the Vote Design- A-Thon and Hack the Vote (50 participants) • 10/7 Voter canvassing on campus S-L project through Speech Communication course (50 people registered) • 10/9 Debate Watch Party sponsored by ONE student organization (40 attendees) • 10/13 A Nation Divided? The 2016 Presidential Election* (60 attendees) • 10/13 Ballot Measure 4: Legalization of Marijuana Panel (50 attendees) • 10/18 Ballot Measure 3: Animal Welfare Forum* (80 attendees) • 10/18 Community Forum: Why Your Vote Matters in collaboration with the North Shore CDC (40 attendees) • 10/19 Debate Watch Party sponsored by Women's Center and NARAL (50 attendees) • 10/26 Gender, Politics, and 2016 Election* (50 attendees) • 10/27 Ballot Measure 2: Charter Schools* (40 attendees) • 11/1-2 Mock election (200 participants) • 11/8 Volunteer non-partisan poll observers; S-L project through American Identities course (40 students) • 11/8 Election/CCE Booth: 10 student/staff volunteers (~550 students voted on campus, additional students voted via absentee and in their hometowns) • 11/9 Post-election Roundtable (60 attendees)
Total Voters Registered: 565 Voters plus additional students registered online

In 2017, the CCE conducted voter outreach again to encourage students to participate in local elections. In support of this, the CCE offered programming around the City of Salem's Sanctuary for Peace ordinance, immigration rights, and DACA. In 2018, the CCE hosted 15 events with a total of 480

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participants and registered over 900 voters.

D.6. Is the institution committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement?
Yes

D.6.1. Describe the ways in which the institution actively promotes discussions of controversial issue:
There is considerable evidence that the university is committed to providing opportunities for students to discuss controversial issues across the curriculum and the co-curriculum to foster community engagement. The creation of the CCE demonstrates the allocation of staff and resources to promote community engagement and timely activities to engage the campus community on important issues. Examples of such activities include: election debate watch parties, political forums, and voter registration drives. Following the 2016 election, the Center collaborated with Student Life offices to create Advocacy Day.

The LEAD Office is another focal point for addressing controversial issues. Major events sponsored by the office include leadership conferences, the MLK Week programs, and cultural organization events, which typically feature timely social justice topics. In recent years, this office embraced the social change model of leadership development; consequently, student leaders routinely take action and advocate for themselves and others across a wide range of issues and in response to world events. For example, the office collaborated with the Writing Center and the CCE and received a grant to develop the Brave Space program in hopes of providing a consistent space to have courageous dialogue around current events and issues that directly impact campus and community inclusion efforts.

In 2017, President Keenan consistently called for open, frank, respectful discourse within the campus and community as he began his presidency. In several speeches, he articulated "The Salem State Way," acknowledging the institution's rich history and culture while expecting to sustain open dialogue, including around contentious issues. Students have also created groups that demonstrate powerful voices that seek justice, such as Black, Brown, and Proud (BBP), and have held forums to advocate for more equitable educational experiences and greater diversity among faculty and staff, as they seek to express the lived experiences of students of color on campus. After one BBP forum, SSU leadership committed to monthly meetings with BBP to address a list of recommendations from the students and to grapple with ways to best address the students' concerns. As a result of this collaboration, university leadership has been able to increase the number of students of color represented in the Honors Program, increase funding for student of color success initiatives, and develop a protocol for bias prevention and response work, among other progressive actions.

To better prepare faculty to lead controversial discussions in the classroom, faculty participate in diversity trainings run by the Center for Diversity and Cultural Enrichment and Center for Teaching Innovation. In these workshops, participants examine the intersections of their identities and implicit biases, and are challenged to think critically about power, inequality, and social justice. In Spring 2018, Salem State University's Inclusive Excellence Office made the decision to use the National Coalition Building Institute's model to build a framework for having difficult conversations around diversity and

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inclusion issues. Their initial commitment involved training 10 trainers to assist in building training capacity on campus.

D.7. Does your campus have curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above?
Yes

D.7.1. Please describe and provide examples:
The Enterprise Center (EC) was established in 1996 and is an accessible community for all business owners seeking professional growth and business development. Located at SSU, this entrepreneurial hub is home to 23 organizations across a multitude of industries. With every business created and connection made, the EC's overarching goal is to support growth and contribute to the economic development on the North Shore. Resourceful workshops, courses, and competitions are offered to assist those affiliated with the business world to gain the new knowledge and expand their network of engaged peers. The EC is also home to the North Shore Alliance for Economic Development.

The Massachusetts Small Business Development Center (MSBDC) is located at the Enterprise Center. The MSBDC is a partnership of the U.S. Small Business Administration and the Massachusetts Office of Business Development and is a program of SSU. The MSBDC Northeast Regional Office has assisted entrepreneurs in raising over $140 million in financing. Business advisors work with business owners to help them package loans, develop business plans and financial projections, and assemble other documents required by lenders. The MSBDC also works closely with the U.S. Small Business Administration, bankers, and government and non-profit lenders to help connect clients with a wide range of financial resources. Business workshops are offered free-of-charge or for a nominal fee and are held in Haverhill and Salem. Many programs are cosponsored with chambers of commerce, banks, local colleges and universities, community development organizations, and trade associations.

The Center for Economic Development and Sustainability (CEDS) at SSU is a resource for municipalities and the business community across the North Shore and is primarily run through the Geography Department. CEDS provides the following services:
• Relevant educational programs
• Research: Regional and local research is conducted on a variety of scales and for multiple purposes, which takes many forms, including community-based projects, those that advance civic engagement, grants-awarded research for faculty and graduate students, other funded research, and unfunded academic research.
• Resources: The Center provides a much-needed regional resource and base whereby information, data, and research can be found and utilized in a variety of ways. Useful databases for the region include those pertaining to the census, employment, industry, economic development, demographic, socio-cultural, and historic resources, among others.
• GIS-driven data, including analyses, spatial representation, and cartographic visualization
Past projects have involved undergraduate and graduate students in market analysis, mapping, and other data gathering techniques.

The Center for Entrepreneurial Activity at Salem State links the Bertolon School of Business, the

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College of Arts and Sciences, and the College of Human Services to encourage and support creativity and innovation through entrepreneurial programs and activities. The Center's mission is to support business ventures and the academic, commercial, governmental, and not-for-profit groups that work with them through educational research and consulting efforts in order to sustain and encourage entrepreneurial activity throughout the community. In addition to this Center, the Bertolon School of 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 approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

E.1. Outreach

E.1.1. Indicate which outreach programs and functions reflect a community engagement partnership approach. Please select all that apply:

For each category checked above, provide examples:

Outreach	Selected	Description
Learning centers	Yes	As described in more detail in previous questions, centers like the Center for Academic Excellence, the Center for Economic Development and Sustainability, and the Center for Entrepreneurial Activity use a community engagement partnership approach when collaborating with community partners like local non-profits, local cities, and small businesses. These centers provide relevant educational programs and other resources to help support North Shore community initiatives. Other learning center examples include: The Center for Community Schools (CCS) is an interdisciplinary center of research, development, consultation, technical assistance, and professional education. CCS provides these services through the development of partnerships between schools and communities while promoting education as a community-wide endeavor. The Center is the administrative home and incubator for community education initiatives, demonstration projects, and related grants. The Center sees communities as comprehensive sites for PK-adult education, with schools at the heart of social, cultural, health, and economic networks that improve and enrich learning. CCS recognizes that education is not confined to formal schooling but is widespread in community organizations and neighborhoods; furthermore,

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		CCS acknowledges that schools cannot carry out their missions without investing in the surrounding community and enlisting the help of its members. CCS promotes community schools as educating, empowering, and serving all members of the community. The SSU Center for Childhood and Youth Studies (CCYS) is designed to promote and protect the future of the nation's most precious natural resource: children. The CCYS is an interdisciplinary group of faculty members who are interested in the comprehensive study of child well-being, childhood, and child welfare. This Center serves the larger community in the following ways: provides guest speakers; provides consultation about child issues; provides organizational development to those seeking to serve children; provides research on child issues, including needs assessments and program evaluations; and collaborates with other organizations to develop programs to better serve children. The Center also provides the following resources: child care and safety, foundations, policy and education, and literature and interests. The William H. Bates Center for Public Affairs at SSU, established in 1969 in memory of the late Congressman William H. Bates, is housed in the Political Science Department. The mission of the Bates Center includes: fostering academic excellence in the fields of government and politics; sponsoring speakers, field trips, internships, and experiential learning activities; forging links between the SSU community and leaders in the field of public service; enhancing social science research and scholarship; and providing the SSU and larger North Shore community with access to resources and information related to politics and policy in Massachusetts.
Tutoring	Yes	Horace Mann Laboratory School (HMLS) is a lab school that was established at Salem Normal School (now SSU) for the continued development of educators. SSU's relationship with the HMLS (previously housed on the SSU campus until 2018) has provided many opportunities to create educational enrichment programming for local K-5 students. Once a month, a group of local educators meets to establish youth development opportunities for HMLS students that involve SSU students. This group includes: The Director of Extended Learning for Salem Public Schools, the HMLS principal, the FEA (Future Educators of America) student organization at SSU, the Director of FASST (Fantastic Activities Salem Students Together), the coordinator of the SSU major in community education, faculty/teachers, and the Lead Faculty for School & Community Partnerships. These programs include: FASST Program: This after school program runs both semesters at SSU for grades 3, 4, and 5. A standing MoU that does not expire was created for this program. Depending on the semester, HMLS children participate in various enrichment programs and clubs. For example: nutrition, physical activity, art, computers, dance, and music. SSU faculty, teacher education students, and SSU students lead the various clubs. A teacher from HMLS is the liaison to the program each semester and receives a stipend for their afterschool involvement. The role of the HMLS teacher is to take attendance prior to the start of the program, assist in walking the students to the SSU O'Keefe Center, maintain all student emergency contact cards and student medications, and wait with a child if their parent(s)/guardian(s) is late for dismissal. FEA students explored research-based practices for youth development/mentor programs, developed learning objectives, and piloted a mentoring program with HMLS fifth graders as part of the FASST program structure. Summer and Vacation Week Programs: HMLS, Salem Public Schools, and SSU run summer and vacation-week programs at Horace Mann that are aligned with the needs of the school and provide learning and/or employment opportunities for SSU students in education programs.
Extension	Yes	In the School of Continuing and Professional Studies, students can decide if they prefer the

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programs		structure of a regularly scheduled classroom course, the convenience of an online course, or the flexibility of a hybrid course that meets both on campus and online. In addition to full semester and online courses, institutes and winter session programs offer students the opportunity to take many high-quality courses in an accelerated one- or two-week format. Full-time and part-time faculty can offer Continuing Education (CE) courses that are comparable to day-program courses. For example, Professor Josephs offers PSY218 as a summer session course for students that includes a service-learning component. For this project, students toured the Lynn Museum to learn about the work life of adolescents from the shoe industry, nursing, early commercial seamstress companies, and General Electric manufacturing during WWI and WWII. Students then prepared a service-learning poster comparing adolescent life from their grandparents' time to the present time. The posters were put on display at the Lynn Museum to show the change in adolescent life over time.
		The School of Social Work offers professional development workshops to social work professionals. These may be half-day or day-long workshops that address advanced practice issues and for which attendees can earn continuing education credits. These workshops have typically been offered in the spring or summer.
		The Community of Inclusive Scholars (CIS) at SSU represents collaboration and community partnership at the highest level. Through partnerships with local school districts, students with severe disabilities are given the opportunity to access a college experience in an inclusive environment. District partners include Lynnfield, KIPP Academy of Lynn, Swampscott, Stoneham, Dracut, Danvers, Hamilton-Wenham, as well as member districts of the two-area special education collaborative: SEEM Collaborative of Wakefield and North Shore Education Consortium. CIS is part of a state-wide initiative funded through the state legislature. Students 18-22 with autism and/or intellectual disabilities, currently enrolled in their local school district and aspiring to attend college, are provided with an opportunity of an inclusive "college experience." Under the terms of the grant, students are considered matriculated and may enroll in two courses per semester and participate in an internship. For the 18-19 fall/spring semesters, ten students from seven partnering districts are expected to enroll in two classes, each at SSU, to further their learning. On-campus partners include faculty, SSU Preschool, Campus Police, Berry Library, Gassett Fitness Center, and the Music and Dance Department. In addition, CIS students access the Writing Center and the Center for Academic Excellence, which provides peer support for writing assignments and content knowledge.
Non-credit courses	Yes	In collaboration with the Enterprise Center, SSU offers in-person non-credit programs and certificates as well as over 600 online courses and certificates. These courses are open to members of the community, who pay a fee to attend. While there are no scholarships, a discounted rate is offered to local chamber members. For example, the Lynn Area Chamber of Commerce members or employees pay discounted rates for a course.
		The Explorers Lifelong Learning Institute is a member-directed learning group launched in 1992 by "non-traditional programs" staff at SSU, retired SSU faculty, and other individuals excited about the adventure of learning. First-year enrollment of 36 participants in two class offerings, the program has grown to a typical enrollment of 300+ with 45-50 classes offered per semester. Members participate in active peer learning to share their knowledge, experience, and research with each other by creating, coordinating, and participating in courses. These courses are given on a voluntary basis and vary in length from a day to a semester. The courses range in format from lectures and discussions to hands-on workshops and field trips and address general topics from the arts and sciences to current events and foreign affairs. Classes range from small groups to auditorium-capacity. Courses designated as "study groups" require active participation of attendees, such as preparing information to share with the class, or actively engaging in course discussion. Explorers offer two academic terms a year beginning in September and March.

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		Classes meet for two hours Monday through Thursday in three am or pm time periods. On selected Friday mornings, a "Coffee Hour" is held featuring a guest lecturer. Non-members are welcome to attend the Coffees. During winter and summer intersessions, there are special presentations usually two mornings a week.
Evaluation support	Yes	In Fall 2017 and Spring 2018, public relations students in the Media and Communication program partnered with the Communications Director for the Salem Public School District to create an experiential research opportunity that provided evaluation support for the SPS District. Students were able to apply their course concepts to a project for a real-world client that resulted in the creation of a communication audit report for the Salem Public School District. This report included preliminary demographic research about the district, a local media coverage analysis, a social media analysis, a traditional PR material analysis, and an evaluation of current communication strategies. Students also provided recommendations for improvement. The Occupational Therapy faculty collaborate with the SSU Preschool to provide assessments and educational workshops for faculty, students, and caregivers. Usually 2-3 students and a faculty member are involved each year. Professor Moore (Sociology) serves on the Salem Food Policy Council (SFPC) and as part of this position worked on the Salem Community Food Assessment (SCFA). The SFPC brings community stakeholders together to identify potential barriers many Salem residents face in accessing safe, healthy, culturally appropriate, and affordable foods by conducting a Community Food Assessment. The Salem Community Food Assessment (SCFA) is the culmination of the SFPC's thorough evaluation of Salem's food system. There are four primary areas of focus to the SCFA: food insecurity, community agriculture, food access, and food waste. Each of these areas impacts how and where residents are able to access nutritious and affordable foods.
Training programs	Yes	The School of Education (SoE) provides professional development opportunities for teachers of many disciplines and levels. Local teachers receive a 3-credit voucher for an SSU course and SSU hosts the Best Practices Conference on campus for local teachers. In order to fully utilize HMLS as a lab school for the continued development of educators, SSU and HMLS have committed to the following: Classroom observations by SSU Students: SoE and HMLS improve the system and quality of classroom observations by: clarifying the purpose of observations and the role of the observer (SoE), aligning the classroom with the purpose of the observation (HMLS), and writing an introductory letter to the classroom teacher (SoE students and faculty). The Lead Faculty for School & Community Partnerships initiated these conversations with the Department of Childhood Education & Care, the Department of Secondary and Higher Education, PACE, Education Support Services, the school principal, and the SSU/Horace Mann Liaison. Horace Mann Teacher/SSU Faculty Collaboration: Horace Mann teachers and faculty collaborate to create demonstration lessons and lesson study opportunities for SSU classes. Teachers are provided with release time to participate. HMLS teachers and faculty also collaborate on action research. The faculty liaison and Lead Faculty for School and Community Partnerships facilitate connections by meeting with interested HMLS teachers and faculty about action research at the school; interested faculty/teacher teams can apply for research funding. Professional development opportunities are also provided by SSU faculty upon request. An SSU faculty member serves on the school's Instructional Leadership Team each year. SSU waives tuition for Horace Mann teachers to take or audit graduate courses in the SoE if participation in the course has a direct impact on classroom teaching observed by SSU students. Lastly, one paraprofessional or teacher at HMLS per

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		year has the opportunity to apply for a Salem State fellowship award for enrollment in a graduate or undergraduate education degree and/or license program. The School of Social Work alumni group, Friends of the School of Social Work, collaborates with Social Work faculty to offer at least one professional development training each year that address timely issues within the field.
Professional development centers	Yes	In collaboration with the Enterprise Center, SSU offers Talent Development Programs that help employees develop into team leaders. These programs target small business start-ups with fewer than 20 employees. This program also works with those transitioning from unemployment back to school and provides certificates in skill-building (non-credit/professional development). This program is funded by the Workforce Investment Board. The Massachusetts Small Business Development Center (MSBDC) provides free and confidential business advising, and free or low-cost business seminars to help small businesses raise capital and start or grow in Massachusetts. Business advising areas and seminar topics include business plans, business startup, marketing and sales, financial management, export assistance, and government contracting. Business seminars are held at the Enterprise Center in Salem and at community colleges in Beverly, North Andover, and Woburn. In addition to the Enterprise Center's initiatives, academic departments also offer professional development opportunities for the local community. For example, the History Department offers "Salem as Immigrant City," which consists of professional development workshops for Salem Public Schools and presentations on immigration and sanctuary city status at the House of Seven Gables. Professors in the Music and Dance Department teach workshops for music and dance professionals and teachers (for a fee) and support choral groups, a community orchestra, and the North Shore Philharmonic.
Career assistance and job placement	Yes	Career Services provides a valuable link in the university/employer network. The department helps employers make the right connections and build relationships to meet their hiring goals and other developmental needs. Their mission is to develop relationships with a diverse array of employers, to educate them on best practices for hiring SSU students for internships and full-time employment, and to connect SSU students and employers through a variety of relevant and robust programs, events, and services. Career Services works with faculty and students in every department on campus to create symbiotic relationships between the university and potential future employers. In addition, academic departments also work to establish positive employer relations with professionals in their fields who provide career assistance, assist with job placement, and collaborate with the Career Services Office to establish discipline-specific partnerships.
Other (please specify)	Yes	In addition to the outreach efforts described above, SSU also hosts the Youth at Risk (YAR) Conference every year. YAR is the region's only annual all-day conference for professionals who work with at-risk youth. The event features 38 breakout sessions, keynote speakers, program exhibitions and networking opportunities. Continuing education credits are awarded in the following: EEC, CAFL, LMFT, LMHC, NASW, NLN. The YAR conference is geared toward individuals working with and caring for youth in a variety of settings—family, community, school, faith-based, healthcare, human service, recreational and legal. Attendees include social workers, psychologists, youth counselors, family therapists, educators, school adjustment counselors, guidance counselors, community and public health workers, program managers, agency and organization CEO's, police officers, juvenile court personnel, lawyers, and volunteers. YAR partners with community organizations to create a resource manual that is distributed to approximately 1,200 practitioners each year. SSU provides resources to help support YAR, including an

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		intern who serves at Pathways for Children (a local non-profit) for six hours every week for an entire year. Approximately 10 SSU faculty organize and/or present every year; 10 SSU staff members volunteer; and five student employees engage each year as interns or volunteers.

E.1.2. Which institutional resources are provided as outreach to the community? Please select all that apply:

Outreach	Selected	Description
Cultural offerings	Yes	SSU's Center for Creative and Performing Arts (CCPA) provides diverse, high quality and affordable events in theatre, dance, music, creative writing, and art for all members of the university community and the greater North Shore. They produce nearly 100 events each year, including student performances and shows by world-class artists and performers. In 2017-18, the CCPA provided free weekday morning performances of Macbeth and A Free Man of Color for local high school students. Also, Salem Nights at the Sophia welcomed Salem residents to enjoy select performances for free. The CCPA is also home to the SSU Community Chorus (SSCC), which is a non-auditioned group open to all community members 18 and older, and the SSU Chamber Orchestra, which is a full orchestra of nearly 50 participants comprised of SSU students and employees, high school students, musicians, and educators from surrounding communities. In 2017-18, the Center for Diversity and Cultural Enrichment (CDCE) also opened programs to the public. One event was "An Evening with Tim Wise: Challenging the Culture of Cruelty: Understanding and Defeating Race and Class Inequity in America." This event was free and open to SSU faculty, staff, students, and North Shore community members. At this event, Wise examined the ways in which American politics and culture serve to rationalize inequalities based on class and race. By exploring the ways that racism has been central to the development and perpetuation of the nation's class system, Wise demonstrated the importance of undermining the dominant white racial narrative to combat both racism itself and larger economic and social injustices. Every year the CDCE also organizes the MLK Vigil and Freedom March and the MLK Convocation. The MLK Vigil and March is held in partnership with the City of Salem's No Place for Hate Committee and honors Dr. King's commitment to social activism through songs, readings, and more. Participants march from North to Central Campus where solidarity is celebrated with shared refreshments. Last year, in honor of Martin Luther King Day, SSU held a campus food drive to benefit the students of the Salem public schools. In 2018, the 28th Annual MLK Convocation featured keynote speaker, Farai Chideya, a reporter, political and cultural analyst, and educator. Another annual cultural event is Constitution Day, which is sponsored by the CCE and Bates Center for Public Affairs. In 2018, the theme was: The Constitution, Immigration and the End of DACA. The Constitution Day participants discussed President Trump's recent decision to phase out the Deferred Action for Childhood Arrivals (DACA) program. Along with DACA's constitutional elements, participants explored how President Trump's policy would affect immigrants' lives, national politics, and SSU students. The panel featured Professor Chomsky (History), Professor Mulcare (Political Science), and an SSU student.
Athletic offerings	Yes	All women's athletic teams host a Think Pink game during their season. As a department, Athletics raises close to $1000 each year for the North Shore Medical Cancer Center

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		through various programs. Salem State also hosts sports camps and clinics for local athletic organizations for the following sports: boys' soccer, boys' basketball, girls' lacrosse, girls' soccer, and field hockey. All camps and clinics offer scholarships and free weeks to local community members and non-profits. The City of Salem, Salem Public Schools, and local non-profits like the Boys and Girls Club have access to university athletic spaces at no cost or a discounted rate. The Athletics department also provides facility access to local high school teams as needed when games/events are affected by weather. Athletics allows facility access to Girls Inc. of Lynn without cost for its annual Eureka-thon each summer. Additionally, Athletics hosts 30-50 Girls Inc. participants each February as part of their National Girls and Women in Sports Day. Lastly, Athletics opens access to their facilities for private renters like the Viking Skate Club and admission to all athletic competitions is free for Salem residents.
Library services	Yes	The Salem State University's Berry Library is a member of the NOBLE Massachusetts public library network. As part of this partnership, community members have on-site access to all online databases and non-circulating print materials and may check out books from Berry Library with a valid Salem Public Library card. The library is also open to the public during operational hours and allows community members to use library spaces for reading, studying, or meeting. The public can access and use computers designated for public use in the library. The library partners with Salem Heritage Partners to host events on Salem history and archival processes. The library also partners with Project Search through a local nonprofit community organization, Northeast Arc, to employ adults with intellectual disabilities. Lastly, the library donates its deselected books to the nonprofit More than Words, which runs a bookstore to teach vocational business skills to youth at risk.
Technology	Yes	Community members can access and use the university guest WIFI Internet network. As previously mentioned, they also have access to computer technology through the library. Through the Salem Civic Media Project, schools across the Salem Public School (SPS) district collaborated with the Media and Communication Department to create civic media projects. As part of this collaboration, SPS students gained access to iPads, video cameras and recording equipment, and virtual reality equipment provided by SSU to create their media projects. Between 2016 and 2018, SSU also partnered with local organizations to host the Salem DiscoTech. Short for "Discovering Technology", a DiscoTech is a multimedia fair for community members to learn and share information about technology. This event was co-hosted by the CCE, the Salem YMCA, and LEAP for Education and was held in the community. The event included two blocks of technology workshops, lightning talks and demonstrations by local technology companies, and free food from local restaurants. The Salem DiscoTech was sponsored by a grant from the National Communication Association and included faculty from Media and Communication, Art + Design, and Computer Science. The event was made possible through the collaborative efforts of the CCE, LEAP for Education, the Salem Public School District, WMWM 91.7FM, Salem Main Streets, Dribbble, Fresh, JH & Assoc., Microsoft, the North Shore Community Development Coalition, Creative Salem, InnoNorth, Salem Academy Charter School, Salem Education Foundation, and the Boys and Girls Club of Greater Salem. Another technological resources the university shares with the community is the Collins Observatory. For example, in summer 2018, Professor Conlin (Chemistry & Physics) and the North Shore Astronomy Club co-hosted a Mars observation event at the Observatory. The event was open to the public to observe Mars approaching opposition (or when it is on the opposite side of Earth from the sun). That month, Mars was the brightest (and closest to Earth) that it had been in 15 years. The North Shore Amateur Astronomy Club and Professor Conlin were in the observatory from sunset to close to midnight, providing

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		information and answering questions while visitors gazed at Mercury, Venus, Jupiter, and Saturn until Mars rose around 9:30 pm.
Faculty consultation	Yes	Criminal Justice: Two faculty members were awarded the Shannon Community Safety Initiative (CSI) Grant for the City of Springfield, a grant to combat gang and youth violence in the community. One of these faculty also works as a consultant on the Lynn Shannon CSI Grant. Both serve as a Local Action Research Partner (LARP), providing expertise in the areas of data gathering, data analysis, and program evaluation in addition to providing information on best practices. For example, in Lynn, faculty have recently worked on a comprehensive gang assessment for the Lynn community to better understand the nature and extent of the gang problem to inform gang intervention strategies. Additionally, faculty recently completed a project examining the effectiveness of case management services provided to Lynn Shannon youth. These two faculty are currently in the beginning stages of working on a comprehensive gang assessment for Springfield. History: Professor Jay is a consultant to Southern Poverty Law Center's "Teaching Tolerance" initiative on American Slavery, which has completely redesigned the national frameworks for teaching American slavery. Professor Seger serves on the advisory board of the House of Seven Gables and ran a Colonial Revival presentation at the agency. Professor Darien served as the 2017 scholar in residence at the Salem Maritime National Historic Site for oral history. Math: Professor Murray co-chairs a statewide initiative (Math Pathways Task Force) out of the Massachusetts Department of Higher Education. The Math Pathways Task Force is working on Developmental Mathematics reforms and streamlining transferability of mathematics courses across Massachusetts higher education institutions. Media and Communication: Professor Vincent was a consultant to the Salem Public School District and served on the SPS Website Advisory Committee and the SPS Strategic Planning Committee. Political Science: Professor Jackman serves on the City of Gloucester's Animal Advisory Committee. School of Education: In order to embed enriching experiences that enhance standards-based learning across grade levels, HMLS and SSU's School of Education established a "curriculum enhancement team" consisting of representatives from HMLS, the School of Education, the College of Arts and Sciences, and one university administrator with a broad understanding of SSU's resources. This team designs curriculum enrichment drawing upon SSU's resources that align with Horace Mann's curriculum. The HMLS principal and SSU Lead Faculty for School & Community Partnerships convene the team for meetings 23 times per year to discuss and augment HMLS curriculum maps. World Languages and Cultures: Professor Sherf sought lead sponsors, wrote, and presented legislation for a state Seal of Biliteracy in the 2017-2018 legislative session. She also worked with the Language Opportunity Coalition to pass the Language Opportunity for Our Kids legislation, which was signed into law in 2017. The LOOK Act includes a Seal of Biliteracy language as one of the provisions to support ELLs in K-12 and recognize bilingualism as an asset (S232/H2839).
Other (please specify)	Yes	In 2017-18, SSU conducted the preliminary planning to obtain a license and hold TEDx talks at the university, presented in Fall 2018. The inaugural event's theme was "Hospitality in a Changing World," which connects to the city of Salem's historical importance as a major hub for international commerce during the 17th and 18th centuries, and contemporary economy as an emerging center of tourism in New England. Eight SSU

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faculty members presented thematic talks during this event, which was open to the North Shore community.

In 2017-18, Economics Department professors Ardon and Pham offered an open series of workshops on personal finance on Wednesdays and Thursdays. Students and community members could attend any sessions that interested them to gain insights on financial literacy.

The Summer Conference and Hospitality Services initiative was also planned for in the 2017-18 academic year and launched summer 2018. This initiative opened university facilities such as dorms, dining halls, and classrooms for individuals and organizations to rent. For example, the 2018 Upward Bound Jamboree was held at SSU, hosting more than 225 high school students from all over Massachusetts. Attendees were able to enjoy the SSU Sophia Gordon Center for Creative and Performing Arts to hear talks by author and newscaster Cheryl Wills and SSU Executive Vice President.

In collaboration with Citizens Inn/Haven from Hunger and the Salem Food Pantry, a mobile food pantry was created and designed to help address food insecurity for students and the surrounding community. It is intended to be welcoming to all as to help reduce any stigma associated with the need for food. One data set that helped support the need for this pantry at SSU was the Basic Needs Security survey conducted by the Wisconsin Hope Lab. This survey showed that 11% of SSU students experienced some form of homelessness, 36% were housing insecure, and 38% had low or very low food security.

In addition to the programs and initiatives mentioned, SSU outreach programs also focus on the university's environmental impact and goals for a sustainable footprint. SSU partners with the City of Salem on sustainability initiatives and was recognized by the Governor with the Leading by Example (LBE) Award in 2018. LBE works collaboratively with state agencies and public colleges and universities to advance clean energy and sustainable practices that reduce the environmental impacts of state government operations. SSU was recognized with this award for its clean energy and sustainability initiatives which include: extensive energy efficiency efforts, which save an estimated $500,000 in annual energy costs; a multi-department Sustainability Task Force; a 26% reduction in fleet gasoline use; a program for composting food waste from dining halls; and the elimination of plastic bags from the campus bookstore. Also, the SSU Board of Trustees have committed to divesting from fossil fuels and adding solar and renewable energy to the university's portfolio.

E.2. Partnerships

This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:

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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 from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, 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 Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to https://www.brown.edu/swearer/carnegie.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of 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 with regards to your collaboration with this institution? (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 engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
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 mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus 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 by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email: carnegie@brown.edu

The button below "Add Partner" will prompt questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, 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 interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships 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 Partner	School of Education, Chemistry Department, Media and Communication Department, Sociology Department, History Department, Center for Holocaust and Genocide Studies, Charlotte Forten Scholars Program, Honors Program

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Purpose of this collaboration	Salem State began as a "normal school" for teachers and has maintained a relationship with Salem schools for over 100 years. Salem Public Schools collaborates with offices, departments, and programs throughout the university. The School of Education places student teachers, teaching fellows, and interns throughout Salem Public Schools. The School of Education has a particularly close relationship with the Horace Mann Laboratory School, an elementary school where education students can gain experience and confidence in teaching and decision-making through practice under the guidance of faculty and experienced teachers and school administrators. A full-time faculty member in the School of Education served as principal for the Horace Mann Laboratory School for two years (2016-2018) in an effort to build even stronger ties between the two schools. The School of Education also participates in an inclusive enrollment initiative that brings high school students with disabilities to Salem State for college-level classes. A full-time faculty member in Media and Communication served on the strategic planning committee for the school district and an advisory board for the district's website redesign. Individual departments participate in curricular civic engagement projects around issues like the environment and sustainability, family diversity, health equity, out of school time access, and digital media and identity. Various public schools serve as sites for Salem State's First Year Day of Service. The School of Education, the Center for Holocaust and Genocide Studies, and other offices provide continuing education opportunities for K-12 educators and counselors in Salem Public Schools. Salem Public Schools collaborates with Salem State to implement programs such as the Girls' STEM Academy, 100 Males to College, and the Charlotte Forten Scholars Program. Salem State also participates in the Commonwealth Dual Enrollment Partnership, which allows Salem High School students, among others, to enroll in college courses and simultaneously earn high school and college credit.
Length of Partnership	100+ years
Number of faculty involved	25 per year
Number of staff involved	10 per year
Number of students involved	325+ per year
Grant funding, if relevant	$140,000 Commonwealth Grant for Charlotte Forten Scholars Program; $230,000 Matched Commonwealth Grants for 100 Males to College; $7,500 SSU Strategic Planning Grant for Girls' STEM Academy; $20,000 for Inclusive Concurrent Enrollment Initiative.
Impact on the institution	Salem Public Schools serves as a training ground for students who are studying to become K-12 teachers, community educators, counselors, and administrators. Through student teaching opportunities and fieldwork placements, students have an opportunity to learn about the school system and apply classroom knowledge about teaching to real-world experiences within the schools. Students in Media and Communication gain experience in educational public relations by creating materials like a communication audit for the school district. Individual faculty who design civic engagement projects collaborate with Salem Public School teachers and administrators to provide unique, inclusive, and hands-on educational experiences for both college and K-12 students. Faculty and administrators keep current in their fields by facilitating continuing education opportunities for educators.

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Impact on the community	Salem Public Schools benefits from its partnership with Salem State in many ways. Faculty expertise in media and communication help provide consultation support for the district Director of Communication and Director of Community Engagement and Partnerships. Salem State provides student teachers, teaching fellows, and other educators (e.g. after school care providers) for various Salem schools and serves as a pipeline for the hiring of new teachers, counselors, and administrators. The support provided by Salem State students to Salem Public Schools keeps classroom teacher-to-student ratios low. Various professional development opportunities keep K-12 teachers informed on current best practices in the education field. Curricular civic engagement projects provide opportunities for K-12 students to explore pressing social issues that affect their community, such as climate change, health equity, and diversity and inclusion. Programs such as Charlotte Forten Scholars, 100 Males to College, Girls' STEM Academy, and the Commonwealth Dual Enrollment Partnership improve college access for local high school students. The Inclusive Concurrent Enrollment Initiative gives students with disabilities the opportunity to participate in inclusive college courses at Salem State.

Partner #2

Project/Collaboration Title	LEAP for Education
Community Partner Information	
Organization Name	LEAP for Education
Point of Contact	Linda 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 Civic Engagement, Media and Communication Department, Charlotte Forten Scholars
Purpose of this collaboration	LEAP collaborates with Salem State in many ways. The Charlotte Forten Scholars Program is a partnership between LEAP, Salem State, Salem High School, and MassHire wherein two Salem State faculty teach college-level classes to 45 Salem High School students for college credit. LEAP hosts weekly check-ins and a summer orientation that prepares high school students for college-level work, including academic skills workshops, remediation, and career counseling. 100 Males to College is a statewide program designed to increase college access and academic success for young men. Salem State faculty have participated in 100 Males to College mentoring programs that support students in Salem, Lynn, and Lawrence. LEAP and Salem State collaborate on Salem at SEA, an academy that provides educational opportunities to approximately 45 English Language Learners every summer when funding is available. With the College of Arts and Sciences and Girls Inc. of Lynn, LEAP participates in the Girls' STEM Academy, which promotes STEM learning opportunities for young girls. LEAP co-hosted the Salem DiscoTech, a discovering technology event for all ages planned and implemented by Salem State faculty and students. Students from departments like Social Work and Education complete program-related internships and students across the university regularly serve as mentors and tutors for high school students. LEAP serves as a site for Salem State's First Year Day of Service. The university provost serves on LEAP's Board of Directors, most recently as its President, and LEAP's executive director serves on several Salem State boards, including the Center for Community Schools.
Length of Partnership	10+ years

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Number of faculty involved	14
Number of staff involved	25 per year
Number of students involved	50 per year
Grant funding, if relevant	$140,000 Commonwealth Grant for Charlotte Forten Scholars Program; $230,000 Matched Commonwealth Grants for 100 Males to College; $7,500 SSU Strategic Planning Grant for Girls' STEM Academy
Impact on the institution	LEAP partnerships provide opportunities for Salem State students to participate in meaningful mentoring relationships with young people and to learn more about the relationship between community and education. Faculty have an opportunity to develop and practice innovative pedagogical techniques with diverse students and to better understand how K-12 educational experiences are preparing young people for college.
Impact on the community	These partnerships increase college access among underserved students, particularly young people of color, urban students, and first-generation college students. They also provide opportunities for young people to participate in educational activities that prepare them for college and the workforce and life skills activities that set them up for success beyond high school and college. LEAP estimates that approximately 325 middle and high school students per year are served through Salem State partnerships, which include 100 young men from Salem, Lynn, and Lowell participating in the 100 Males to College Initiative and 50 students participating in the Charlotte Forten Scholars Program.

Partner #3

Project/Collaboration Title	Girls Inc. of Lynn
Community Partner Information	
Organization Name	Girls Inc. of Lynn
Point of Contact	Lena Crowley, Director of Middle and High School Programs
Email	lecrowley@girlsinclynn.org
Phone	781-592-9744 ext. 213
Institutional Partner	College of Arts and Sciences, Center for Civic Engagement, Sport and Movement Science Department, Athletics, BEES (Bold, Educated, Empowered Sisters), LEAD (Leadership, Engagement, Advocacy, and Diversity)

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Purpose of this collaboration	Salem State's partnerships with Girls Inc. of Lynn help Girls Inc. meet their mission to support and inspire girls. Salem State faculty and staff participate in the Eureka Program, which offers structured enrichment activities for middle school girls throughout the school year; Salem State provides physical space for this program as well. Girls Inc. of Lynn also hosts a number of Salem State interns, some of whom are hired upon graduation. A Salem State staff member serves on the Board of Directors, and staff, faculty, student groups, and students serve as mentors and help develop curricula around social issues like racism and feminism. Girls Inc. of Lynn also participates in the Girls' STEM Academy in partnership with Salem State, LEAP for Education, and Salem State's College of Arts and Sciences. Girls Inc. of Lynn serves as a site for Salem State's First Year Day of Service. Finally, Salem State celebrates Girls and Women in Sports Day each February, during which Salem State faculty and student athletes host Girls Inc. to discuss the benefits of playing sports in college.
Length of Partnership	10+ years
Number of faculty involved	3 per year
Number of staff involved	6 per year
Number of students involved	30 per year
Grant funding, if 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 have an opportunity to examine and understand issues affecting girls in their community, nationwide, and globally. Through mentoring relationships, Salem State students develop leadership skills by connecting with and inspiring young girls and, in turn, better understand how girls' lives are shaped by their communities. Through internship and employment opportunities, Salem State students have an opportunity to develop career-enhancing professional skills. Some girls choose to attend Salem State because of these meaningful partnership experiences; as such, this collaboration supports student enrollment and reflects the community's positive perceptions of Salem State.
Impact on the community	These partnerships serve approximately 50 girls every year and result in their increased personal and academic success. This is particularly true for those partnerships that encourage girls to pursue higher education. Salem State mentors often encourage girls to start thinking about and preparing for the future, and girls benefit from experiences like campus tours and participation in academic experiences led by Salem State faculty, such as the Girls' STEM Academy. Mentors and other partners also promote girls' personal growth by both modeling and reinforcing good decision-making and positive behaviors. Girls Inc. of Lynn has also received $500 from Salem State's Civic Engagement Hall of Fame honorees, each of whom donates award funds to selected local nonprofit organizations.

Partner #4

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

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Email	msavastano@salemstate.edu
Phone	603-494-0012
Institutional Partner	Center for Academic Excellence
Purpose of this collaboration	Salem State is the host institution for TRIO Upward Bound, which provides academic instruction, enrichment activities, and college access to low-income high school students in Lawrence, most of whom being the first in their families to attend college. To promote college retention, TRIO Upward Bound students participate in a six-week on-campus summer program, which includes a four-week residential component that is critical to helping students thrive in higher education. They also receive year-round academic support from TRIO Upward Bound staff and mentors.
Length of Partnership	25 years
Number of faculty involved	2 per year
Number of staff involved	8 per year
Number of students involved	76 per year
Grant funding, if relevant	$325,000 Annual Commonwealth Grant
Impact on the institution	TRIO Upward Bound serves as a valuable college access pipeline for regional students. Many TRIO Upward Bound students attend Salem State, having become familiar with the campus community during their time in the TRIO Upward Bound summer residential program.
Impact on the community	TRIO Upward Bound provides valuable academic instruction and personal and cultural enrichment activities throughout the year to support students with limited pathways to other resources for college access, retention, and completion. Through this partnership, TRIO Upward Bound students explore college and career options and develop valuable skills in financial literacy, time management, special education advocacy, networking, and computer literacy. They also gain critical skills necessary to improve study habits, social media use, identity security, resume writing, and professional networking. TRIO Upward Bound also recently developed a female empowerment program that prepares knowledgeable and confident young women to take on leadership roles in college and in their community.

Partner #5

Project/Collaboration Title	National Park Service (Essex National Heritage Area)
Community Partner Information	
Organization Name	National Park Service (Essex National Heritage Area)
Point of Contact	Paul DePrey, Superintendent
Email	paul_deprey@nps.gov
Phone	978-578-8935
Institutional Partner	History Department, Center for Holocaust and Genocide Studies

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Purpose of this collaboration	This collaboration demonstrates the commitment to public history of both the National Park Service and Salem State. A History faculty member has served as Scholar in Residence with the National Park Service and the department continues to provide support for site activities. The Scholar in Residence has worked closely with the Salem Maritime National Historic Site to broaden the site's historic interpretation. This work resulted in the inclusion of more information about the history of African-Americans and slavery in Salem. The National Park Service also hosts several Salem State interns from a range of academic departments. National Park Service sites such as the fully-rigged ship, The Friendship, and the Regional Visitor Center host several Salem State events each year. These include film screenings and academic talks on topics like the infamous Salem Witch Trials, Salem's maritime history, the Great Salem Fire, Native American history, immigration and democracy, and enslaved people's experiences in Salem. The university recently developed a Memorandum of Understanding with the National Park Service that will facilitate future on-site collaborations and event accommodations. The National Park Service serves as a site for Salem State's First Year Day of Service.
Length of Partnership	3 years
Number of faculty involved	2
Number of staff involved	2
Number of students involved	23
Grant funding, if relevant	$4,630 Mass Humanities Grant
Impact on the institution	This collaboration has yielded meaningful contributions to the study of African-Americans' and enslaved people's experiences in New England and has established Salem State as a university that is committed to exploring the experiences of marginalized communities. The training materials developed through this partnership provide opportunities for students who are being trained as educators to access a more accurate and comprehensive local history. Salem State interns placed at the National Park Service have had valuable exposure to its day-to-day operations, interpretation of regional history, and educational goals and programs. On-site collaborations provide unique spaces for Salem State faculty and students to explore the community's history and new opportunities for both educational and social engagement.
Impact on the community	The history of African-Americans and slavery in Salem is a rich yet relatively unexplored area. New research has revealed evidence that provides a more accurate and holistic view of enslaved people's experiences in Salem. This new interpretation of Salem's history also encourages connections to contemporary social and political events with an eye toward civil rights and equity. This partnership has also yielded comprehensive training materials that allow both interpreters and educators to teach a more meaningful history of the area. Lastly, this partnership contributed to Invisible Injustice, a day-long symposium that brought together renowned historians, museum professionals, teachers, and the public to explore this topic. On-site collaborations expose new communities of students, faculty, staff, and alumni to National Park Service sites and interpretation, which often yield return visitors.

Partner #6

Project/Collaboration Title	City of Salem
Community Partner Information	

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Organization Name	City of Salem
Point of Contact	Kimberley Driscoll, Mayor
Email	mayor@salem.com
Phone	978-619-5600
Institutional Partner	President's Office, Center for Civic Engagement, Center for Diversity and Cultural Enrichment, External Affairs, World Languages and Cultures Department, Healthcare Studies Department, Geography Department
Purpose of this collaboration	Salem State values its relationships with its neighbors in the city of Salem. It takes great pride in its city connections, which are based on open communication and collaboration. The president of Salem State and the mayor of Salem meet monthly about upcoming opportunities and challenges. The university maintains strong lines of communication with its neighbors and town officials about campus happenings and capital development. Salem State's partnership with the City allows students to become more engaged within the Salem community, host to their university experience. Engagement spans the university spectrum: faculty and staff serve on city boards and commissions; students from across the university contribute as interns in various city offices; faculty routinely partner with city offices to pursue curricular civic engagement opportunities; students also serve at several municipal sites through Salem State's First Year Day of Service. Salem State also serves as co-lead with Merrimack College for the Northeast Regional STEM Network focused on regional workforce development. Salem State is deeply involved with the city's No Place for Hate Committee. In addition to individual university personnel who serve on this committee, the university works closely with No Place for Hate around voter engagement and combatting voter suppression, Martin Luther King Jr. Day programming, and a range of diversity and inclusion programs that bring the university and city communities together. The Center for Civic Engagement has a strong relationship with the City Clerk, which resulted in Salem State's establishment as an early voting site in the 2018 election. The university also is party to a Services in Lieu of Taxes (SILOT) agreement with the City of Salem. The SILOT agreement was created to determine the areas of common interest between the City and SSU and to confirm a joint commitment to support and mutually fund such activities.
Length of Partnership	100+ years
Number of faculty involved	5-10 per year
Number of staff involved	5-10 per year
Number of students involved	30 per year
Grant funding, if relevant	$60,000 Commonwealth Grant for Northeast Regional STEM Network

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Impact on the institution	SSU's partnership with the City helps the university maintain an open dialogue with immediate abutters to the campus to discuss capital development, programming, and other activities. This allows the university to hear concerns and adjust plans when possible. Students benefit from internship placement within various city offices, and faculty encourage their students to apply classroom learning to real-world experiences through curricular engagement opportunities. For example, students in Healthcare Studies participate in the Salem for All Ages Committee's strategic planning activities and students in the Geographic Information Systems program intern in the City Planning Office. Through partnerships with the City Clerk, the university community has easier access to voting. Through partnerships with No Place for Hate, the university has opportunities to explore issues of equity and inclusion with community partners and city residents.
Impact on the community	Salem State brings considerable economic development to the region through the 8,000+ students who study on its campus and the hundreds of faculty and staff who work there. Faculty, staff, and students bring their disciplinary knowledge to bear on governance issues affecting the city, including age-friendly community development, voter access, health equity, and diversity and inclusion. As a public institution, Salem State welcomes the community to campus and offers a wide variety of programming that is often free to the public. Many lectures, performances, and athletic events are free for Salem residents. Residents also have access to the university's state-of-the-art library. The university also serves as a repository of local expertise on a range of issues affecting the city such as immigration, climate change, and entrepreneurship. Finally, for the past few fiscal years, the value of the SILOT agreement is estimated at $650,000. This estimate includes direct, in-kind, revolving, and grant funding for all areas of participation between Salem State and the City of Salem.

Partner #7

Project/Collaboration Title	Cat Cove Marine Laboratory Partnerships
Community Partner Information	
Organization Name	Cat Cove Marine Laboratory Partnerships (Massachusetts Aquaculture Association, Salem Sound Coastwatch, Essex Technical High School, Bourne High School, Marine Biological Laboratory, and Boston Children's Hospital among others)
Point of Contact	Scott Soares, Massachusetts Aquaculture Association Advisor
Email	scott@massshellfishinitiative.org
Phone	617-312-2153
Institutional Partner	Cat Cove Marine Laboratory, Biology Department
Purpose of this collaboration	Cat Cove Marine Laboratory (CCML) supports the Aquaculture and Marine Biology programs at Salem State and is the home of the Northeastern Massachusetts Aquaculture Center (NEMAC). NEMAC is one of three aquaculture centers created and supported by the Commonwealth of Massachusetts to promote the development of sustainable aquaculture throughout the Commonwealth. CCML collaborates with many local, regional, national, and international partners to develop research and technologies in aquaculture and to increase the understanding of marine organisms and ecosystems through research, education, and outreach. CCML's work also supports the local economy. For example, CCML faculty are currently using 33 acres of federal waters off the Rockport coast to help suppliers and restauranteurs meet the demand for locally grown mussels that are better in quality and garner higher prices than imported mussels.
Length of Partnership	21 years

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Number of faculty involved	2
Number of staff involved	2
Number of students involved	40-50 per year
Grant funding, if relevant	Combined $500,000 from the Commonwealth of Massachusetts, U.S. State Department, National Oceanic and Atmospheric Administration
Impact on the institution	Students benefit from various CCML partnerships and learning opportunities. Student projects include working with zebra fish at Children's Hospital in Boston; investigating the behavior of cephalopod mollusks at the Marine Biological Laboratory in Woods Hole, Massachusetts; integrating aquaponics into K-12 classrooms; assisting with the development of the first longline mussel culture operation in the federal waters of the Atlantic Ocean; developing more effective lobster baits for local fishers; and characterizing sea cucumber toxins in Shippagan, New Brunswick. These experiences provide students with valuable, real-world learning, and networking experiences and demonstrate Salem State's commitment to place-based, hands-on learning that benefits the local, regional, national, and international communities.
Impact on the community	CCML participates in a number of outreach efforts by sharing resources and research with the larger aquaculture and marine biology communities, including shellfish growers; industry, state, and federal agencies; and the general public. Since 2000, nearly 42 million "baby clams" have been produced and distributed to more than 40 communities in Massachusetts. CCML is the sole provider of softshell clams in Massachusetts and one of only two such facilities on the East Coast. Annually, CCML shares fish feed to Wilmington High School and a modest number of tilapia spawned and reared at their facilities with K-12 teachers and schools in Massachusetts at no cost, including Bourne High School, Essex Technical High School. In the past ten years, more than 1,800 people have toured the CCML facilities, nearly 1,750 requests for aquatic assistance were received and addressed, and over 130 K-12 educators have taken graduate courses at CCML. In addition, CCML research has been shared through 40+ professional and technical publications and presentations at 60+ professional, technical, and lay meetings. Taken together, these efforts provide taxpayers and citizens with factual, timely information to pursue aquaculture initiatives 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, Bertolon School of Business, Center for Civic Engagement, Media and Communication Department, Social Work Department

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Purpose of this collaboration	Salem State partners with the North Shore Community Development Coalition (NSCDC) on several initiatives that support residents of the Point Neighborhood, a working-class, immigrant neighborhood in Salem. Partnerships include faculty and students across several departments and are centered on issues like voter engagement, community organizing, community development, and financial literacy. The longest running initiative, a voter engagement project, includes voter registration, voter education, and poll monitoring. The NSCDC also collaborates with the university to host citywide election programming, including candidate forums and voter education initiatives. The Volunteer Income Tax Assistance partnership pairs accounting faculty and students with Point residents to help residents prepare taxes. Faculty and students have worked with the NSCDC to prepare public relations and marketing materials. Salem State has participated in an annual neighborhood cleanup day, Youth Get to the Point, and the NSCDC serves as a site for Salem State's First Year Day of Service. Salem State faculty and administrators have served in leadership roles on the NSCDC Board of Directors. For the past two years, a Salem State administrator and two faculty have also partnered with NSCDC staff to develop a new model for civic engagement called critically-engaged civic learning.
Length of Partnership	9 years
Number of faculty involved	5 per year
Number of staff involved	5 per year
Number of students involved	30-40 per year
Grant funding, if relevant	N/A
Impact on the institution	NSCDC partnerships provide valuable opportunities for students to apply academic learning to real-world experiences, particularly in terms of voter engagement, tax preparation activities, and public relations writing. Students in Interdisciplinary Studies, Sociology, and Political Science learn about laws and policies that surround voting and they explore important issues like voter access and education. Accounting students gain experience with tax preparation, an important skill for their future careers. Media and Communication students gain experience in creating public relations materials and managing "client" expectations. The NSCDC also supports the work of Salem State faculty and administrators by collaborating on grant-writing and research opportunities. The NSCDC recognized Salem State with a 2018 Community Partner of the Year Award, a recognition that signifies Salem State's commitment to meaningful community engagement.
Impact on the community	Voter engagement partnerships contribute to a more civically engaged community where residents are more aware of political processes, candidates, and ballot issues. Faculty and students have also worked as registered poll workers. Past poll monitoring activities uncovered questionable polling activities and have called attention to potential voter abuses in particular precincts. Tax preparation services help residents navigate challenging financial circumstances and optimize their tax returns. Public relations and marketing materials help notify community members of NSCDC programs, services, and events. Salem State faculty and administrators participate in NSCDC strategic planning activities in support of the organization's mission to invest in neighborhoods and create thriving communities. The critically-engaged civic learning model developed through this partnership serves as a best-practice model for community engagement and civic learning which enhances the services that NSCDC provides to the community.

Partner #9

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Project/Collaboration Title	Moving Forward, Giving Back: First Year Day of Service
Community Partner Information	
Organization Name	Salem YMCA GreenSpace, Boys and Girls Club of Greater Salem, Camp Fire North Shore, Carlton Innovation School, Children's Friends and Family Services, HAWC, HMLS, House of the Seven Gables, LEAP for Education, Lifebridge, NAGLY, & others
Point of Contact	Matt Buchanan, Salem YMCA GreenSpace Garden Director
Email	buchananm@northshoreymca.org
Phone	978-290-8605
Institutional Partner	Center for Civic Engagement, First Year Experience
Purpose of this collaboration	The Center for Civic Engagement, the First Year Experience Office, and multiple community partners collaborate on an annual civic learning and service project, Moving Forward, Giving Back (MFGB). MFGB provides a unique opportunity for first-year and transfer students to begin their college experiences two days early by participating in civic engagement projects embedded in six different North Shore communities. MFGB intentionally connects with 40-50 partners each spring and develops MFGB projects with about 35 of them, to include: Bates Elementary School, Boys and Girls Club of Greater Salem, Camp Fire North Shore, Carlton Innovation School, Children's Friends and Family Services, Healing Abuse Working for Change, Horace Mann Laboratory School, House of the Seven Gables, LEAP for Education, Lifebridge, North Shore Alliance for Gay and Lesbian Youth, New England Aquarium, Open Door Immigration, PALS Animal Life Savers, Salem Community Childcare, Salem Council on Aging, Salem Parks and Recreation, Salem Maritime National Historic Site, Salem Y GreenSpace, Salem YMCA, Girls Inc. Lynn, Highlands Coalition, Lincoln Thomson Elementary School, Lynn Economic Opportunity, Beverly Bootstraps, Cabot Theatre, Family Promise North Shore Boston, Moraine Farm, The Trustees of Reservations, Citizen's Inn, Northeast Arc Danvers and Peabody, Marblehead Little Theatre among others.
Length of Partnership	3 years
Number of faculty involved	10
Number of staff involved	25
Number of students involved	250
Grant funding, if relevant	$4,000 per year

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Impact on the institution	MFGB provides an opportunity for new students to connect with Salem State and the surrounding community. Survey and retention data show that students who participate in MFGB are more likely to earn a higher GPA and remain at Salem State compared to those who do not participate. By participating in MFGB, students gain increased respect for diversity and learn more about the issues facing the community; examine their own personal strengths and develop new skills; reflect on how their contributions help make the community stronger; and build meaningful connections with their peers. MFGB provides an opportunity for Salem State to connect with new community partners. Enduring partnerships, such as with the Salem YMCA GreenSpace community garden, have grown out of MFGB activities. MFGB also provides students with an introduction to the community partners we collaborate with, which may lead to future volunteer, internship, or work opportunities in the non-profit world and beyond. Because the range of community partners reflects many of social justice issues in the community, students have an opportunity to learn more about these issues and consider the root causes of social inequality.
Impact on the community	MFGB connects students to approximately 35 community partners each year. Community partners express gratitude not only for the work students perform, but also for the opportunity to discuss issues facing the communities their organizations serve. Service activities include planting and harvesting in a community garden, hosting field day events for adults with intellectual disabilities, and school and park cleanups among others.

Partner #10

Project/Collaboration Title	Health and Healthcare Partnerships
Community Partner Information	
Organization Name	North Shore Elder Services, University of West Indies Kingston, Grace Center, YMCA, Torigian Senior Center, Brooke House, North Shore Medical Center, City of Salem, Northeast Arc of Peabody and Danvers, Recovery Centers of America, among others
Point of Contact	Paul Lanzikos, Executive Director of North Shore Elder Services
Email	planzikos@nselder.org
Phone	978-624-2245
Institutional Partner	School of Nursing, School of Social Work, Healthcare Studies Department, Occupational Therapy Department, Sport and Movement Science Department, Athletics, Community Service Initiative
Purpose of this collaboration	Salem State's health-related programs are among those with the most competitive acceptance rates and of the richest long-standing partnerships. Salem State partners with many health-related organizations that promote health and health equity in the community. This is consistent with the university's strategic plan to develop place-based solutions to health and wellness challenges in the community. Through field placements, internships, and curricular and co-curricular engagement activities, these partnerships promote health and health equity in the North Shore region and beyond.
Length of Partnership	20+ years
Number of faculty involved	32
Number of staff involved	20

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Number of students involved	380
Grant funding, if relevant	N/A
Impact on the institution	Salem State students benefit from an array of health-related field placements and internships. Students enrolled in nursing, occupational therapy, social work, and healthcare studies programs serve the community through clinical and professional placements at various organizations, including local hospitals and community clinics, community organizations like the YMCA, addiction and recovery centers, emergency housing shelters, nursing homes, and public schools. Healthcare Studies students intern with local political leaders to affect health-related policy change and with administrators in local organizations to promote organizational efficiency. Occupational Therapy students are required to complete a participatory action research project with a local partner, which often includes needs assessments, program implementation, and evaluation. Occupational Therapy and Nursing students participate in an annual civic engagement/cultural immersion trip to the University of the West Indies in Jamaica, where students and faculty contribute medical supplies and participate in that university's Sickle Cell Unit. Taken together, these partnerships provide students with place-based opportunities to learn about medical practice, health care administration, and health equity.
Impact on the community	These health-related partnerships help local agencies and organizations accomplish their mission of providing high-quality health care and health-related programming to the community. Salem State supports organizations' activities through programming and services related to issues that include healthful eating, fall prevention, addiction and recovery, exercise, smoking cessation, immunization, and health disparities. Student groups participate in health-related activities designed to benefit the community, including blood drives and community events such as Let's Move Salem!, an annual student-sponsored event that promotes nutrition and exercise to Salem youth through a day of indoor field day activities on campus. Sport and Movement Science faculty and students facilitate The Generation Games, an annual field day event that brings Salem residents of all ages together for a day of exercise and community-building. Additionally, Occupational Therapy students organize an annual conference where local occupational therapists can obtain continuing education credits, they also raise funds for local non-profit organizations. Clinical placements keep practitioner-to-patient ratios low and serve as a pipeline for future health and healthcare professionals.

Partner #11

Project/Collaboration Title	Youth at Risk Conference
Community Partner Information	
Organization Name	Youth at Risk Conference
Point of Contact	Hailey MacDonald, Pathways for Children Family Enrichment Program Coordinator
Email	hmacdonald@pw4c.org
Phone	978-515-5381
Institutional Partner	Institutional Advancement, Human Resources, Office of Inclusive Excellence, Career Services, Enrollment Management, Maguire Meservey College of Health and Human Services, College of Arts and Sciences

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Purpose of this collaboration	Hosted on the Salem State campus and supported by Institutional Advancement, the Youth at Risk conference supports communities of professionals serving children, youth, and families by providing them with affordable continuing education and collaborative networking opportunities. The Youth at Risk (YAR) network is made up of over 4,000+ professionals in Essex County, Massachusetts who dedicate their lives to working with at-risk youth. The YAR program is marketed to those individuals, in addition to over 2,000 Salem State alumni with related professional experiences. The Youth at Risk conference is one of the premier conferences in the region for professionals who work with youth.
Length of Partnership	4 years
Number of faculty involved	10
Number of staff involved	10
Number of students involved	5
Grant funding, if relevant	$32,000 from various philanthropic organizations and local businesses
Impact on the institution	The university community benefits from developing and supporting this high-quality academic, professional, and innovative initiative. The Youth at Risk conference fosters a university-wide culture of inclusion, accountability, collaboration, and stewardship. Students and alumni who help organize and/or attend the conference are equipped to thrive in an evolving workforce and to navigate confidentiality in an increasingly complex and global society.
Impact on the community	The Youth at Risk conference provides support and networking opportunities to North Shore professionals who work with at-risk youth. Conference participants work in the fields of social work, counseling, education, public health, law, psychology, criminal justice, and family therapy. Each year, more than 800 participants engage in workshops around issues like trauma, disordered eating, sexual exploitation, mental health resources in schools, screen time, LGBTQIA+ youth, and caregiver support. All participants receive an extensive resource manual, which is incredibly valuable when seeking support for local at-risk youth, as well as continuing education credits in their respective fields.

Partner #12

Project/Collaboration Title	Northeast Arc
Community Partner Information	
Organization Name	Northeast Arc
Point of Contact	Suzanne Ryan, Director of Volunteer Services
Email	sryan@ne-arc.org
Phone	781-640-2339
Institutional Partner	Center for Civic Engagement, Center for Diversity and Cultural Enrichment, Human Resources, Student Government Association/Community Service Initiative, Veterans Affairs, Healthcare Studies, Social Work, Sociology, Occupational Therapy, Theatre & Speech

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Purpose of this collaboration	Northeast Arc partners with Salem State in several ways, including a Best Buddies program that pairs adults with intellectual disabilities with student volunteers, recreational activities facilitated by various student groups on campus, and intern placements with departments like Healthcare Studies, Sociology, Occupational Therapy, and Social Work. Salem State also hosts Project SEARCH, a collaboration designed to provide work readiness skills to Arc clients through structured learning activities and practical internships at a host business. Northeast Arc serves 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, if relevant	N/A
Impact on the institution	This particular partnership has been very fruitful in terms of student leadership development. Many of the initiatives born from this partnership have been developed and implemented by students and student organizations. These include recreational and educational programming, holiday parties and celebrations, and administrative support among others. Northeast Arc hosts interns from many different departments; these opportunities help students learn more about working with adults with intellectual disabilities and managing the many facets of a large organization. Project SEARCH participants make valuable contributions to the campus community by serving in administrative, custodial, and programming roles.
Impact on the community	Northeast Arc clients benefit from student involvement on site, including recreational activities, educational programming, and celebrations. Project SEARCH participants gain valuable skills that lead to future employment opportunities. Northeast Arc benefits from student interns who bring fresh eyes and ideas to the organization in terms of both programming and organizational efficiency.

Partner #13

Project/Collaboration Title	North Shore Alliance for Economic Development and North Shore Workforce Investment Board Partnership
Community Partner Information	
Organization Name	Enterprise Center, North Shore Alliance for Economic Development, and North Shore Workforce Investment Board Partnership
Point of Contact	Laura Swanson, Executive Director of Enterprise Center
Email	lswanson@enterprisectr.org
Phone	978-542-7039
Institutional Partner	School of Continuing and Professional Education, Bertolon School of Business, Geography Department, Center for Economic Development and Sustainability, Small Business Development Center, Center for Entrepreneurial Activity

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Purpose of this collaboration	Salem State University partners with the Enterprise Center, the North Shore Alliance for Economic Development (Alliance), and the North Shore Workforce Investment Board (WIB) to support entrepreneurship, business growth, economic development, and job training in the North Shore region. This partnership provides support to regional municipalities and businesses in terms of strategic economic development and growth, and it prepares students for meaningful work after graduation. As an advocate and voice for the North Shore small business community, the Enterprise Center offers programs, educational resources, and connections that help regional businesses grow the economy of the North Shore. Its 53,000-square foot building, located on the Salem State campus, is an entrepreneurial hub where office space is leased to the same small businesses that benefit from its programming. Small business resource organizations, such as the Salem State Small Business Development Center and the Massachusetts Office of Business Development are located within the Enterprise Center. The Alliance is a regional convener and catalyst that creates and supports economic development initiatives through collaboration, advocacy, and regional communication. This partnership brings together leaders from 30 regional communities to explore and act on issues that affect economic development in the region and in the Commonwealth. The WIB is composed of knowledgeable and influential business and community leaders who are appointed by the Mayor of Salem on behalf of the 19 communities that make up the North Shore region. The board serves as the oversight and policy-making body for federally-funded employment and training services in the region. The WIB also addresses critical labor market issues and develops strategic partnerships with local economic development leaders, K-12 and higher education systems, government agencies, chambers of commerce, and community-based and labor organizations.
Length of Partnership	10+ years
Number of faculty involved	10
Number of staff involved	4
Number of students involved	40+ per year
Grant funding, if relevant	Several small municipality grants; $60,000 Economic Development Administration Federal Grant
Impact on the institution	Through this partnership, students have an opportunity to participate in class-based, real-time projects that promote sustainable economic growth and industry. Students have participated in geographic information systems mapping for the City of Peabody, public works projects for the City of Salem, and an economic geography of Salem's month-long Halloween celebration, Haunted Happenings, among other initiatives. Through internships with Salem State's Center for Economic Development and Sustainability, students rotate through several businesses and municipalities to explore regional business development challenges and opportunities. This partnership brings both political and business leaders into the classroom and provides students with important networking opportunities that can help them find meaningful work after graduation. Additionally, Business and Geography faculty have an opportunity to keep current on local and regional industry trends, which supports both academic scholarship and classroom learning. The Enterprise Center houses Salem State University's Student Co-Working Space where students can develop business ideas and start their own businesses. Enterprise Center educational workshops that focus on small business startup and growth, including those conducted in partnership with the Alliance and Massachusetts Office of Business Development, are open to all Salem State students. The Alliance Policymakers Series provides Salem State students with opportunities to dialogue with key policymakers about issues that affect the economy of the North Shore. These policymakers have included the Governor, cabinet secretaries, the Speaker of the House of Representatives, and the President of the Senate.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Impact on the community	The Enterprise Center, the Alliance, WIB, and Salem State collaborate to keep North Shore municipalities and businesses informed about regional and national industry and labor trends. This partnership facilitates job training for prospective employees, regional workforce development, and support for entrepreneurship and small business growth. Projects such as the economic geography of Haunted Happenings explore how special events can affect regional economies and provide useful data for local business and political leaders to make decisions about event planning. Through research and data-sharing, this partnership has contributed to large-scale downtown revitalization activities in Peabody and Lawrence, with an eye toward economic and social justice that improves access to local opportunities for all community members. Collaborative cluster analyses examine the North Shore business landscape to identify gaps and opportunities and target education and job training. Salem State hosts job training and workforce development seminars and workshops that help support prospective employees and employers. Through continuous research and data-sharing among partners, this relationship provides crucial support for regional business growth and economic development.

Partner #14

Project/Collaboration Title	Agahozo-Shalom Youth Village
Community Partner Information	
Organization Name	Agahozo-Shalom Youth Village
Point of Contact	Jill Elias, Engagement and Operations Manager
Email	jill@asyv.org
Phone	646-381-7863
Institutional Partner	Center for Holocaust and Genocide Studies
Purpose of this collaboration	Each year the Center for Holocaust and Genocide Studies (CHGS) leads a group of students on a service-oriented trip to Rwanda to support the Agahozo-Shalom Youth Village. Through healing and education, the Agahozo-Shalom Youth Village (ASYV) empowers orphaned and vulnerable Rwandan youth to build lives of dignity and contribute to a better world. The Village, which is run by Rwandans, was modeled after Yemin Orde, an Israeli youth village built to care for orphans of the Holocaust. Today, ASYV's model remains imbued with Jewish values, namely the principles of Tikkun Halev (healing the heart) and Tikkun Olam (repairing the world) which inform ASYV's approach to healing and empowering the Village's teens. Salem State students support Agahozo-Shalom students and staff through volunteer work and cultural exchange. Through the experience, students learn about the 1994 genocide against the Tutsi and the experiences of contemporary Rwandan youth. All students are required to raise several hundred dollars as a donation to the Village.
Length of Partnership	5 years
Number of faculty involved	1-2 per year
Number of staff involved	1 per year
Number of students involved	10-12 per year

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Grant funding, if relevant	$1,000,000 Cummings Grant, a portion of which supports these annual trips
Impact on the institution	This opportunity engages the Salem State community in a global partnership that exposes students to the causes and consequences of genocide, the importance of community, and intercultural communication and collaboration. Students who participate in these trips return with a greater sense of global community and stronger commitment to social justice. During the course, students learn about post-genocide social and physical reconstruction, transitional justice, and different models of reconciliation and coping with trauma.
Impact on the community	Salem State participates in many meaningful activities while serving at and engaging with the youth village. Students work in the village farm, help ASYV students practice English, and participate in the daily meeting of each "family." These families are made up of 16-24 youth lead by a family mother or "mama." Each evening the family gathers to discuss current events, social issues, or events in the village. As more Salem State students visit the village, they share with others the values and practices that animate the work at Agahozo-Shalom, which, in turn, sparks new interest in the village. Student testimonials provide a more comprehensive perspective on community needs and student privileges, and the education they receive ripples outward to other students and the wider community. The funds Salem State students raise support the care of the youth of ASYV.

Partner #15

Project/Collaboration Title	Veteran Integration to Academic Leadership
Community Partner Information	
Organization Name	Veteran Integration to Academic Leadership
Point of Contact	Alisa Bennet, Program Manager
Email	alisa.bennett@va.gov
Phone	781-983-2400
Institutional Partner	Veterans' Affairs, Disability Services, Counseling and Health Services, Center for Academic Excellence
Purpose of this collaboration	This partnership provides support to student-veterans on campus. On a weekly basis throughout the academic year, a staff member from Veteran Integration to Academic Leadership (VITAL) facilitates individualized counseling sessions with Salem State student-veterans. Veterans' Affairs connects students with VITAL staff, who then connect them with additional resources both within and beyond the university. Salem State provides VITAL with confidential space and access to our student-veteran community.
Length of Partnership	7 years
Number of faculty involved	5-10 per year
Number of staff involved	10-15 per year
Number of students involved	50 per year

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Salem State University on 5/31/2018. Last modified on 4/8/2019.

Grant funding, if relevant	N/A
Impact on the institution	This partnership provides invaluable support to student-veterans who are transitioning to academic life after military service. Student-veterans often need additional assistance in terms of academic support, financial aid counseling, and adjustment to college life in general. The university's partnership with VITAL provides this support by connecting students with additional resources both within and beyond the university. This partnership also demonstrates Salem State's commitment to providing excellent support services to student-veterans, a distinction that attracts veterans to Salem State and therefore increases the university's enrollment and retention.
Impact on the community	The university's partnership with VITAL develops and strengthens the network of support resources for student-veterans and provides access to clients in ways that help organizations meet their missions. By connecting student-veterans with these resources, this partnership supports organizations that provide academic, financial, and social services to veterans. Students who connect with VITAL also have an opportunity to build relationships with organizations and agencies throughout the North Shore community, which provides opportunities for networking, internships, and job placement beyond graduation. These opportunities benefit both students and the agencies who work with them.

E.2.2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?
Yes

E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:
The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining, and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.

SSU has a long history of building mutually beneficial and reciprocal community partnerships. This work first began individually through mindful collaborations, such as Professor Duclos-Orsello's partnership with the North Shore Community Development Coalition (CDC) on voter engagement. This partnership established a co-designed MOU between the university and the CDC to ensure that expectations and outcomes for all stakeholders were addressed.

This work continued through the formalization of the service-learning program through the Center for Teaching Innovation via professional development workshops like the service-learning bootcamp, which helped faculty understand how to build mutually beneficial and reciprocal partnerships with community organizations. This workshop focused on service-learning theories that focused on mutuality as well as tools like the MOU to help faculty understand the importance of this approach.

Currently, the CCE continues this work through the establishment of the CECL framework and related professional development provided by the CCE. This professional development addresses the problem of power dynamics and building equity, where faculty learn how to account for power and privilege, both in terms of who has access to traditional sources of power and who holds knowledge that can be leveraged for meaningful social change. One example is the creation of the CECL white paper by two SSU faculty, an SSU administrator, and a community partner. Through the co-creation of this research, each co-author acknowledged the assets and authority brought by each to the table, which helped to build mutual respect and break down the "us and them" dichotomy that often privileges academic knowledge over lived experience.

Professional development also focuses on the equity of assets and resources. The disparity in material resources reinforces unequal power dynamics, requiring educational institutions to critically consider their own positionality and seek to make

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material resources more equally available. One way that faculty do so is by incorporating funding acquisition (e.g., grants) in project development that is used to compensate community members and organizations for their time, knowledge, resources, energy, and contributions to the execution of the CECL initiative. For example, the Salem's Next Leaders Mentoring Program is funded by a grant from the Boston Foundation. This funding includes compensation for community partners' work on the project.

Acknowledging and addressing power dynamics also requires reciprocity, namely that efforts are mutually beneficial to all stakeholders. Based on the notion that the collective can do more together than any one group can do alone, stakeholders engage in realistic, transparent, and accessible communication that involves all community partners at every step. In order to accomplish this, stakeholders encourage an inclusive dialogue of equals where teams work together to determine and assign roles and responsibilities that both attend to partners' skills and strengths and provide opportunities for growth. For example, the Center for Childhood and Youth Studies regularly meets with faculty, local organizations, community members and students to discuss issues, identify strategies for change, and implement programs.

E.2.3. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners 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 improve reciprocity and mutual benefit:
SSU uses a variety of mechanisms to systematically collect and share feedback and assessment findings with community partners, to include: community partner breakfasts, the community partner survey, Alternative Spring Break surveys of community sponsors, and the Community Advisory Board. One example of this includes survey results from the Let's Move Salem! event that are shared with participating families through the Salem Public School District.

Additionally, faculty who employ the CECL framework often incorporate evaluative elements to their CECL initiatives, which can take the form of pre-test/post-test surveys, focus groups, and interviews. For example, in the Salem Civic Media project, Professor Vincent collected pre-test/post-test surveys from SSU students and Salem Public School (SPS) students and conducted interviews with SSU students, SPS students, and SPS teachers. The interviews were particularly beneficial in systematically assessing the impact of the project on students as well as capturing SPS teacher perspectives on how to improve the collaboration. A less informal approach also included everyday communication (e.g., conversations, email, text, etc.) with all stakeholders to reflexively co-design the experience and ensure that all stakeholder needs were being met in real-time. Everyday communication provided flexibility for the project to organically grow in directions necessary to respond to real-life issues and needs as they arose. In the end, these formal and informal approaches ensured equitable power dynamics between all of the stakeholders (SSU students, SPS students, SPS faculty, and SSU faculty), which in turn ensured the creation of a reciprocal and mutually beneficial collaboration for all stakeholders involved.

Currently, the CCE is working on an assessment tool that is compatible with the CECL framework. This tool will help measure the various CECL outcomes: social change (incremental and holistic), civic engagement (civic learning and agency), workforce development and preparation, community building (knowledge-making and understanding), individual success (student and community member), and personal growth (self-awareness, self-efficacy and self-empowerment). This assessment mechanism will specifically focus on measuring incremental change from the perspective of all stakeholders to

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ensure mutually beneficial and reciprocal collaborations.

IV. Reflection and Additional Information

(Optional) Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

As stated throughout this application, community engagement is embedded in the very fabric, culture, and history of the university: it frames the institution's identity and guides how it educates. For Salem State, community engagement is not just a passing trend but is ingrained in this institution's existence from its very inception. As can be seen throughout this application, community engagement is connected to the central mission and strategies of the university: the university is guided by community engagement in nearly every institutional decision that is made. As a result, this application shows the dedication to community engagement from every academic department and every corner of the institution (curricular, co-curricular, business operations, administrative decision-making, etc.). This can be seen because Salem State takes a holistic approach to community engagement. Our curricular and co-curricular components work together to ensure that civic engagement doesn't just live in one office or is the responsibility of one person, but instead is everyone's mission and is a unified focus across the institution. This can also be seen in the scope of the university's community engagement work, which extends beyond the campus and local communities to the region, state, nation, and world.

When completing this application, we had an intentional approach to ensure we convey the breadth, depth, and impact of the university's community-engaged partnerships, processes, and results. We highlighted long-, medium-, and short-term partnerships to show the value we place on newer partnerships as well as longitudinal ones. We also took a collaborative approach to completing this application by forming multiple task forces that involved individuals from nearly every area and department across the institution. Administrative leaders, such as the President's Executive Council, were also involved in the data collection and application review process. Instead of taking a top-down or bottom-up approach we used both to ensure that nearly every voice and department had an opportunity to be included in this application. Our inclusive approach to this application strove to amplify the voices and perspectives not typically associated with civic engagement to show that it lives and breathes throughout the institution.

As mentioned throughout the application, Carnegie has been an institutional goal for Salem State for quite some time. As such, the university has used this application process as an opportunity for self-reflection and to identify what we are doing well, but more importantly what we can improve upon. For Salem State, we view this application as a living document that provides pathways for future endeavors, such as a civic engagement seal on transcripts, and a cohesive system of accountability, like fully utilizing Give Pulse to capture holistic assessment data. Our next steps are to update our university civic action plan to reflect areas identified through this process that we can begin to address and strengthen. This self-study has already started the wheels of change, as can be seen through the alterations/additions in hiring practices, the tenure and promotion process, and the creation of living-learning communities.

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

One question for which we would like to expand our answer is the previous question regarding unexpected findings. An unexpected finding we identified was that 100% of our academic departments have a community engagement component, whether it be curricular, co-curricular, or via research and creative activities. To convey this, we included an example from every department except one in our application.

We would also like to use this section to clarify our use of language across the application. Specifically, with regard to the School of Education and the Bertolon School of Business, these colleges have been used as umbrella terms to encompass their individual departments throughout the application. This approach was taken as sometimes we did not have individual department data, just college-level data, and other times the college-level data applied to every department therein.

We would also like to use this section to justify redundant answers to similar questions, For example, question A1.3 and B2 in Section III have similar answers because of our holistic approach to community engagement. We do not silo curricular from co-curricular, but instead marry them to holistically capture a student's community engagement across the university.

(Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

One type of information that was not specifically requested that we consider significant evidence of Salem State's community engagement is that of institutional public scholarship. While Section III sub-section C requests public scholarship information created by faculty and staff, we also have many examples of public scholarship engagement opportunities that extend from our centers and other collectives on campus. For example, we included information regarding our mental health symposium and our compassionate conservation forum in response to question B1-1 (Section III) - Community service projects within the campus, but we realize these examples are not traditional community service projects. Instead, we see these as examples of institutional public scholarship that leverages and intersects institutional and community partner expertise for the benefit of the regional community and university.

(Optional) Please provide any suggestions or comments you may have on the application process for the 2020 Elective Community Engagement Classification.

This Carnegie application process has been an invaluable and worthwhile endeavor for Salem State. As we begin the 2019-20 planning process, we are grateful for the opportunity to have engaged in such a rigorous and thorough examination of our community engagement practices and procedures. That being said, we do have some suggestions for future applications:

As mentioned in our previous response above, while some questions were not specifically redundant (e.g., A1.3 and B2), some questions provoked redundant responses. For institution's that take a holistic approach or view to community engagement, there may be a more concise way to address these overlaps.

Also, some questions involved too many sub-components that did not allow for full response, which

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created the necessity to reference different questions for full answers (e.g., Section III, A1.1.1). It might be better to include fewer sub-components in each question to allow respondents to more fully respond to the question.

Request for Permission to use Application for Research:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service, and for other higher education researchers as well.

Only applications from campuses that agree to the use of their application data will be made available for research purposes.

No identifiable application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.
No

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.
Yes