

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Application Deadline

April 15th, 11:59pm EST

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.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers may want to examine websites to provide additional clarification of the responses in the application. Reviewers may also ask for a telephone conversation to clarify evidence provided.

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.

Applicant's Contact Information

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

Title

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Institution

Rockhurst University

Mailing Address 1

Mailing Address 2

City

Kansas City

State

MO

Zip Code

Phone Number (e.g., 1-123-345-5678)

Full Name of Institution's President/Chancellor

President/Chancellor's Mailing Address

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President/Chancellor's Email Address

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 (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>).

In its mission statement, Rockhurst University proudly states that it is a comprehensive University and a supportive community that forms lifelong learners in the Catholic, Jesuit, liberal arts tradition who engage with the complexities of our world and serve others as compassionate, thoughtful leaders. Central to the mission of Rockhurst University is our involvement in the city, region and world around us. Located in the heart of Kansas City along Troost Avenue, the historic racial and economic dividing line, Rockhurst has been a proud member of the community for more than 100 years with a pledge to remain "in the city for good." Given its location and history, Rockhurst University is in a unique position to be a community change agent.

Rockhurst is a private, four-year institution. It has a basic Carnegie Classification of Master's Colleges & Universities: Larger Programs. Rockhurst's undergraduate population is just over 2,200 students with 65 percent full-time students. The graduate student population is 835 with 48 percent full-time students. The University is a traditional residential campus; 93 percent of undergraduate students are 24 years old or younger.

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.

Rockhurst University is located in Kansas City, Missouri, a city whose borders span four counties — Jackson, Clay, Platte, and Cass. The entire metropolitan area straddles two states, Kansas and Missouri, and 14 counties. The metropolitan area includes urban, suburban, and rural elements.

Rockhurst University is located in an economically and racially diverse, historic neighborhood that is home to educational, cultural arts, and scientific institutions. The area is infused in creativity, grassroots activism, ecological and historic preservation, and revitalization.

A strong community is instrumental to the vitality and diversity of the University. Rockhurst takes pride in working with neighbors to create a safe, secure, integrated and healthy neighborhood dedicated to advancing

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the quality of life for all community members. We continue to promote a welcoming, thriving environment for our students, staff, faculty, guests and neighbors as we strive to fulfill our mission of learning, leadership and service in the Jesuit tradition.

Foundational Indicators

Complete all questions in this section.

A. President/Chancellor's Leadership Statement

A.1 Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

- Indicates their perception of where community engagement fits into their leadership of the institution,
- Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and
- Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

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A.1.1 Upload the letter from the President/Chancellor or Provost (Vice President for Academic Affairs)

A.2 In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

A.2.1

Annual addresses/speeches:

In his annual update to the campus before the fall semester, University President the Rev. Thomas B. Curran, S.J., regularly addresses the role of the University not only in terms of its academic mission, but in terms of its obligation to do good beyond the boundaries of campus. In his 2018 update, he writes, "If we are to be faithful to our Jesuit enterprise, we begin with the belief that we need one another. We look out for one another. This means we celebrate the successes of our University together; we encourage one another in the hopes we share; and we even challenge one another in constructive and respectful ways so that individually and collectively we are strengthened.

"Journeying together requires adaptability. And that adaptability is a component of the leadership which we promote when we claim that Rockhurst is where leaders learn. In his book, 'The First Jesuits,' the Rev. John W. O'Malley, S.J., writes that adaptability and courage to change was part of Ignatius' vision about the schools. Rockhurst has a long history of adaptability and change, not for the sake of change itself, but for the purpose of strengthening its resolve to continue that journey toward that union with God in the company of others."

A.2.1.1 Web Link (if available)

-- empty or did not respond --

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A.2.2

Published editorials:

University President the Rev. Thomas B. Curran, S.J., was part of an ongoing panel of 51 experts and leaders compiled by the "Kansas City Star" to weigh in on the most important issues facing the state of Missouri and the Kansas City community in the leadup to the 2018 midterm elections. In the introduction to the series, Fr. Curran gave the following statement on the most important issues for the region: "Life is understood backwards; but it must be lived forwards.' This adage comes from Soren Kierkegaard, a Danish philosopher, poet, theologian and the founder of existentialism. Serving 12 years as president of a Jesuit, Catholic university has instructed me about how we have lived on our campus, in our community and throughout our region and state. As for living forward, I suggest that we take our instruction from our students, our young, our newest companions.

"Our students tell us that quality of life is what attracts them to a school, community and region. Salary opportunities and good jobs are important, but they lag behind a place where they feel they belong, they are welcomed and that they matter."

A.2.2.1 Web Link (if available)

<https://www.kansascity.com/news/politics-government/influencers/>

A.2.3

Campus publications:

In his letter in the summer 2018 issue of "RU" magazine, a biennial publication from the University, Fr. Curran addressed the importance of service and engagement as a form of living out the Jesuit mission and values. In the letter, he wrote "Our trips are not mission trips. We do not send students, faculty and staff to proselytize or to convert others. Instead, we are about engagement. It's intentional and consistent with our identity and way of proceeding as a Jesuit institution of higher learning. And, while great work is accomplished on these excursions, it's much more than helping to build bridges or schools, dig trenches for water lines, conduct instruction, or provide medical service, just to name a few.

"It's all about accompaniment — being companions on the journey. Throughout the service immersion trip there is ample opportunity to work alongside members of the local community. This calls for being fully present to the experience, including the opportunity to learn a few phrases in another language.

"More than anything else, St. Ignatius Loyola considered himself a pilgrim who accompanies another. He modeled his behavior upon the example of Jesus Christ who always started with accompaniment, welcome and hospitality. Jesus immersed himself into people's lives first. He did not begin with the rules, he first offered hospitality...

"Intentionally, we call our trips service immersion experiences. The outcome is mutual transformation. And, I can attest to these conversions being real and substantial. Our service immersion trips assist us in becoming companions on the journey — for and with others."

A.2.3.1 Web Link (if available)

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<https://issuu.com/rockhurst/docs/ru-magazine-summer-2018>

A.2.4

Other:

-- empty or did not respond --

A.2.4.1 Web Link (if available)

-- empty or did not respond --

B. Institutional Identity and Culture:

B.1.1 Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

Yes

B.1.1.1 Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition:

The Carnegie Foundation for the Advancement of Teaching's definition of community engagement is used as the standard on campus for evaluating ongoing efforts to engage meaningfully with our neighbors and partners: "Community Engagement as the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." The Center for Service Learning also uses a definition of service learning that is guided by and connected to the concept of community engagement, that of a "teaching methodology that extends learning from the classroom to the community through relevant and meaningful service."

Both definitions are located on the Center for Service Learning's main web page.

B.1.2 How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

B.1.2.1

Mission or vision statement:

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The most recent mission and vision statements for Rockhurst University were approved as part of the most recent strategic plan, the process of which emphasized the importance of engaging meaningfully with the surrounding community and world as a necessary function of the University's existence. The mission statement reads "Rockhurst is a comprehensive university and a supportive community that forms lifelong learners in the Catholic, Jesuit, liberal arts tradition who engage with the complexities of our world and serve others as compassionate, thoughtful leaders."

The University says its vision of itself is "To create a more just world through inclusive, innovative, and transformative education."

Both statements emphasize the idea of mutual transformation – that Rockhurst students, by engaging with the complex challenges of their world, are transformed, and that by confronting those challenges alongside partners, the communities are transformed as well.

B.1.2.1.1 Web Link (if available)

<https://ww2.rockhurst.edu/about/mission-ministry/university-mission>

B.1.2.2

Strategic plan:

Ties to the community are found throughout the new strategic plan, titled "Go Forth," (2018-2023). The plan takes inspiration from a renewed focus on becoming a "home for all," a mission emphasizing the critical role that inclusiveness plays in higher education and vice versa. The above mentioned mission and vision statements are a result of the strategic planning process. The strategic plan is built on four pillars. The first three pillars reflect the call to be active participants in and collaborators with the communities around us.

Pillar I of the University's current strategic plan is titled "Be a Leader in Educational Innovation" and states: "In order to be a leader in educational innovation, Rockhurst University commits to designing and enhancing transformative, educational experiences to foster student success. We will ensure responsiveness to regional needs and global issues through strategic external and internal partnerships that strengthen academic and co-curricular programming. And we will inspire Ignatian citizenship through innovative educational programming and co-curricular activities that prepare graduates to lead change."

Pillar II reflects the call to deeply infuse our mission and values in the life of the University. The plan states "Rockhurst University commits to expressing our Jesuit, Catholic identity across all aspects of the RU experience in a way that invites people of all beliefs, as well as inquirers and seekers, to unite in the pursuit of academic inquiry, service and social justice. We will form leaders who aim to positively impact the world. And we will serve our city, region and nation by responding to the cry of those in need and to the care of the planet."

And under Pillar III, "Make Inclusivity Our Way of Proceeding," the plan calls on the University to "enhance partnerships and engagement with our diverse community to help students, faculty and staff grow in their own cultural understanding and appreciation, and also to serve University and community needs."

B.1.2.2.1 Web Link (if available)

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<https://ww2.rockhurst.edu/about/strategic-plan/>

B.1.2.3

Accreditation/reaffirmation document/QEP:

From the assurance argument used during the 2016 reaccreditation process: "Rockhurst University recognizes that diversity enriches all aspects of University life, and is committed to providing opportunities for engaging interactions among diverse individuals, understanding that these interactions allow people to identify commonalities, appreciate differences, and find greater unity. Rockhurst defines diversity as encompassing areas both visible and non-visible, including but not limited to: race, sex, gender, gender identity, socioeconomic status, sexual orientation, religion, physical abilities and qualities, age, viewpoints, perspectives and learning styles. Rockhurst promotes an understanding of the benefits and complexities of diversity for its students, faculty, staff, and the community. This effort is an important part of educating 'men and women for others.' Rockhurst's Jesuit mission emphasizes social justice and equality for all people, including the goal of freedom from exclusion or marginalization. All members of the Rockhurst community are called to embrace a set of values that promote the personal care for every community member and a sensitivity toward the dignity, sacredness and uniqueness of every person."

From the same document: "Academic opportunities for learning about multiculturalism and other areas of diversity also exist through our Center for Service Learning and Office of Campus Ministry. Both offer opportunities for students to engage in various service learning projects, trips, and coursework. The mission of the Center for Service Learning includes empowering individuals to move toward social action, enhancing their sense of meaning and purpose through service-learning, community service, and civic engagement, while campus ministry invites students to be 'men and women for and with others' by utilizing Catholic social teaching's two-step approach to ending suffering/oppression: 1) charitable works, and 2) acts of justice."

Finally: "Aside from our commitment to serving the public good through our dedication to learning, leadership, and service, Rockhurst also recognizes the importance of being mindful of, and responsive to, the needs of external constituencies, including local area residents and the broader Kansas City community... We believe that a strong community is instrumental to the vitality and diversity of our University, and take great pride in working with our neighbors to create a safe, secure, integrated and healthy neighborhood."

B.1.2.3.1 Web Link (if available)

<https://www.rockhurst.edu/about/accreditation>

B.1.2.4

Other:

-- empty or did not respond --

B.1.2.4.1 Web Link (if available)

-- empty or did not respond --

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B.2.1

Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification:

In 2018, the University restructured several of the most forward-facing departments, which also are among those that engage most often with the community. Where the Office of Mission and Ministry was previously its own standalone office, reporting directly to the president, that office is now led by a vice presidential-level staff member under which are the Center for Service Learning, Office of Campus Ministry and the Office of Community Relations and Outreach. Each in their own way direct University resources and energy toward engaging in a meaningful way with the community – through student and staff service learning opportunities, the Rockhurst University Neighborhood Committee (comprised of neighborhood and civic leaders from the area around campus) and Community Center, and the many programs through campus ministry that involve community members and organizations, such as the annual student-planned Yom Hashoah observance in partnership with the Midwest Center for Holocaust Education and service-immersion trips domestic and abroad. This restructuring allows these previously separate offices an avenue to plan together efforts related to engaging with neighbors and the broader Kansas City community, coalescing under a shared umbrella of the Jesuit mission to serve “for and with others.” While bottom-line resources might have remained the same for this new organization and the departments that make it up, the ability to collaborate more closely and set initiatives and goals together give these entities a potentially greater reach and effectiveness in pursuing community engagement.

B.3.1

Specify changes in executive leadership since classification and the implications of those changes for community engagement:

Two important changes to the University leadership structure in 2018 directly impact the way the institution approaches community engagement efforts. As mentioned previously, the University elevated the head of the Office of Mission and Ministry to a vice presidential-level position and named Cindy Schmersal, former director of the Office of Campus Ministry, to that position. With that reclassification came a realignment of several departments – Office of Community Relations and Outreach, the Center for Service Learning, and Campus Ministry – under the division of mission and ministry. These changes allow more collaboration across these departments, especially in the area of community engagement through student service, community learning experiences, spiritual offerings and civic involvement.

Similarly, in 2018 the University announced the creation of a new Office of Diversity, Equity and Inclusion, and soon after announced its first Chief Inclusion Officer to lead that office. The CIO will direct efforts for the University to become a more inclusive place for all students, faculty, staff, and neighbors. This new position serves a critical role in engaging strategically with collaborators in the community to create offerings for the University community.

C. Institutional Commitment

Infrastructure

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C.1.1

As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. 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. Provide relevant links that support the narrative.

The University continues to operate two offices dedicated to supporting and advancing community engagement – the Office of Community Relations and Outreach and the Center for Service Learning. Each office is funded through the operational budget of the University and staffed by one full-time director. Since the last classification, the offices have been realigned in reporting structure. The director of community relations and outreach had reported to the vice president of advancement through the public relations and marketing team. The Center for Service Learning had reported to the vice president for academic affairs. These offices along with campus ministry now report to the vice president for mission and ministry. The recent realignment is aimed at facilitating a more cohesive community engagement approach.

Funding

C.2.1

As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

There have been no significant changes to the funding structure since the last classification. Funding for the Center for Service Learning and Office of Community Relations and Outreach remain part of the University's operations budget, meaning that it is constant and not subject to the ebbs and flows of grant awards or other external funding sources.

C.2.2

As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

The McMeel Family endowment has fully matured to support the work of the McMeel Family Faculty Institute on Service Learning. The Institute on Service Learning has grown to two program offerings – the fellows program and scholars program. In addition to the endowment, Rockhurst faculty have successfully written grants for their community engagement projects through Missouri Campus Compact mini-grant program.

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In addition to these funds, the Center for Service Learning has received unsolicited funds to support its work. The Constance Cooper Charitable Foundation selected Rockhurst University's Finucane Service Project as recipient of funds to continue to offer this program. Additionally, an anonymous donor contributed funds to support students serving at animal welfare organizations.

External funds have been critical in the development and implementation of new community-based programs. The Prosperity Center for Financial Opportunity, which provides services in employment services, financial coaching, and income support assistance, was founded with the support of a number of Kansas City area community service agencies, including the Local Initiatives Support Corporation (LISC), Catholic Charities of Kansas City-St. Joseph, and the Full Employment Council, with support from the University. The Companions in Chillicothe program, an educational offering at the Chillicothe Correctional Center, is supported by grant funding from the Laffey-McHugh Foundation, JE Dunn Construction, and The Raskob Foundation for Catholic Activities. The Priest Leadership Formation Program is also supported by grant funding from JE Dunn Construction.

C.2.3

As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

Since the previous classification, there have been numerous changes to fundraising to reflect new initiatives and priorities.

Those new initiatives include the establishment of an entirely new office within the University leadership structure, the Office of Diversity, Equity and Inclusion. Funds from a local family foundation enabled the University to contract for the Campus Climate Study, from which the establishment of the Office of Diversity, Equity and Inclusion and the ongoing food justice initiative have emerged. Since the Campus Climate Study, the University received an anonymous gift of \$2 million to endow the office.

To assist with funding needs for other priorities, the assistant director of foundations and corporate relations in the University's advancement office has offered expertise in identifying and assisting in finding grant funding sources, making several community engagement projects possible. For instance, grants from the Laffey-McHugh Foundation, JE Dunn Construction, and The Raskob Foundation for Catholic Activities have helped support the Companions in Chillicothe Program. Funding from the McGee Foundation has helped the University maintain the STEAM Studio, which began as an educational partnership between the University and Gould Evans architectural firm to provide science, technology, engineering, art and mathematics activities to area K-12 students. In the spring of 2018, the studio established a pop-up studio in the bottom floor of the Greenlease Library.

C.2.4

As evidence provided for your earlier classification, you described ways in which the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.

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Since the earlier classification, the University has invested its resources externally for community development programs. The North Parking Garage was constructed with the intent to bring necessary resources to the community around the campus. The \$8.2 million project provides much needed parking space for Rockhurst students, staff, and faculty as well as retail space occupied by organizations dedicated to serve community members and Rockhurst students, faculty, and staff.

One of the building's tenants, the Prosperity Center for Financial Opportunity, <http://www.prosperitycenterkc.org/>, is a Rockhurst program that provides employment services, financial counseling and coaching, and access to income supports for adults. The operating budget for the center is approximately \$200,000. The funding for the center is made available through an \$80,000 joint grant from LISC and the United Way of Greater Kansas City, approximately \$70,000 from private gifts, and the remainder from Rockhurst's operating budget.

Also in the garage's retail space is the Neighborhood Walk-In and Family Care clinic, <https://mymidwestphysician.com/locations/neighborhood-walk-in-and-family-care/>, a family-based clinic and offers wellness care as well as walk-in care. The clinic was made possible through a partnership between the University and HCA Healthcare. The most recent tenant in the space is the Truman Library Institute, which draws on President Truman's legacy to enrich the public understanding of history, the presidency and America's unique form of government.

C.2.5

Do the business operations of the campus as an anchor institution, align with local economic and community development agendas through hiring, purchasing, and procurement in a way that contributes to an institutional commitment to community engagement?

Yes

C.2.5.a

Please describe business operation practices tied to the local community:

Rockhurst University, in keeping with being "in the city for good," is committed to supporting the economy of Kansas City. The University remains a partner in the sustained, intentional development of both our neighboring areas and the Kansas City region as a whole. In that spirit, the University continues to serve as a member of the regional Minority Supplier Council and, as of the 2018 fiscal year, maintained \$636,000 worth of contracts with women- and minority-owned businesses. These efforts serve to support the broader economic goals of providing opportunities and economic development across demographics and to all of its communities.

In addition to a priority on local and minority procurement, the University also contributes to the community through local sales and income taxes. In the 2018 fiscal year, University payroll contributed \$1,008,272 in local income tax collections alone. More broadly, the University spent a total of \$7.5 million on capital expenditures in fiscal year 2018, which includes new plant, property and equipment as well as maintenance of existing buildings.

In addition, the University serves an important advocacy role for Kansas City's development and for continued investment in the Troost Avenue corridor. Historically a racial dividing line, the Troost corridor is in the midst of a renaissance, and the University has lent an influential institutional voice to that and other similar efforts through leadership, including the University's President, the Rev. Thomas B. Curran, S.J., serving on the board of directors for Greater Kansas City Chamber of Commerce. Importantly, the University is also one of the founders

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of the Troost Community Improvement District committee, which was formed to encourage social and economic development along the Troost corridor.

Tracking, Monitoring, and Assessment

3. Provide narratives addressing the following:

3.1

How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.

In the fall 2013 semester, the Center for Service Learning (CSL) developed a service-learning course designation process. Each semester, the CSL approves and reports service learning courses to the registrar. These courses are designated Service Learning (SL) within the Banner system. All service-learning courses are tracked in Banner and thus data on courses, enrollment, faculty, etc., is maintained on a regular basis. Additionally, the Registrar's Office maintains the Banner designation of all internship, practicum, and fieldwork courses.

Co-curricular community engagement is tracked by the CSL. Service hours are recorded through the Service Transcript Program. Students self report their service hours to the CSL for inclusion in the Service Transcript database. The data is aggregated and used for grant proposals, accreditation, University marketing materials, and data for community partners per their request (i.e. grant proposals, year-end reports).

The Office of Community Relations and Outreach tracks the usage of the Community Center as well as the types of community and nonprofit organizations utilizing the space. Data are collected from the reservation application which all groups (external and internal) complete when requesting the space. The hours of usage, type of organization, number of individuals, and estimated in-kind contribution are aggregated and calculated per group.

In 2016, the University adopted the Faculty180 program to collect data from faculty on scholarship, teaching, and service. At this time, there is a report for community engagement that faculty enter as service.

3.2

Describe the mechanisms used for systematic campus-wide assessment and measurement of the outcomes and impacts of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.

Since the previous application, Rockhurst University has established the Office of Institutional Effectiveness (OIE). The OIE leads campus wide assessment and strategic planning activities. The director of assessment and accreditation is responsible for maintaining the collection and dissemination of the data. Rockhurst University administers the National Survey of Student Engagement and the Student Satisfaction Inventory every three years to track student engagement and satisfaction on campus, but also to get a sense of how the University is doing in relation to various comparison groups. At the institutional level, assessment data is used in decision

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making primarily through participation in and examination of large-scale satisfaction and engagement survey data. Over the past administrations of the two surveys, several changes have been instituted using this data in the academic and co-curricular realms. Both NSSE and SSI data give us an indication of where the institution stands with students and in relation to peers. Additionally, the University administers the Faculty Survey of Student Engagement every three years to track faculty thoughts on student engagement.

In addition to the NSSE and SSI, the CSL has been engaged in a number of institutional reviews: Campus Compact Civic Action Planning and the Association of Jesuit Colleges and Universities' Mission Priorities Examen. Both of these required institutional review of community engagement and assessment of priorities for the future. The CSL utilized focus groups with faculty, staff, students, and community partners to solicit feedback for the community engagement work of the University.

In addition to the focus groups, the CSL conducts surveys with faculty, community partners, and students to assess the impact of community engagement within the various constituencies. The CSL administers these surveys every two years to allow the CSL to determine new programming and/or necessary changes to programs.

In the fall of 2019, the CSL faculty and student survey schedule will be incorporated into the University schedule. This provides better systematic administration and oversight of data collection. Through the collaboration of the CSL and OIE, campus-wide assessment will be a more coordinated process that will allow information to be shared between departments.

Campus-wide assessment primarily takes place through the University assessment cycle, which is managed by the director for assessment and accreditation. Each department, co-curricular program, and core mode, proficiency and requirement's learning outcomes are submitted and reviewed by the Committee on Rockhurst Assessment (CORA) each year in the assessment report. In general, each assessment report contains the department or core SLO table, information about the past year's assessment project (including planned improvements resulting from assessment), and outlines the planned assessment work for the following year. More specifically, CORA provides feedback to each program, core mode/proficiency/requirement and co-curricular program in five areas using a rubric. These areas are: learning outcomes, outcome measures, data collection, analysis, and planned curricular or program improvements using assessment data.

3.3

What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?

During the focus groups for the Campus Compact Civic Action Plan and the Mission Priorities Examen, constituents expressed great appreciation for the number of opportunities for community engagement. An area for improvement noted by many groups is better dissemination of opportunities or a repository of community organizations. This is consistent with the findings of the previous classification. Due to the decentralized community engagement efforts of the University, constituencies sometimes find it difficult to connect with the correct office at the University.

After these findings, organizational structures have been altered to better align the offices involved in community engagement work under the same administrative division. This was one of the outcomes listed in the Civic Action Plan. Aligning the community engagement infrastructure is the first step to a more centralized repository of community engagement opportunities.

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3.4

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

Yes

3.4.a - Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

The CSL surveys community partners to measure satisfaction with the partnership and the benefits of the partnership for the community partner, allowing partners direct input into the future of engagement efforts. One result from this survey has been a change in the student preparation workshop led by the CSL. The development of this new workshop stemmed from feedback from community partners that students be better prepared for specific service and engagement environments and have a more complete understanding of the importance of true engagement in the performance of service or community work. The feedback also worked to set reciprocal expectations – in addition to the orientation in which the CSL reviews with the students the expectations of the community partner, the center also encourages community partners to correct student behavior as they would an employee.

3.5

Outcomes and Impacts on students

Describe one key finding from current data and indicate how you arrived at this finding:

Data from student surveys reveal that the Rockhurst experience positively impacts student growth in academic challenge and developing a personal commitment to social justice. While most of the CSL's programs have seen steady growth over the years with the goal of developing students' dedication to service into something that they will take with them into the world, evidence of Rockhurst's commitment to service can be seen in NSSE (2015) data which indicate that Rockhurst first-year and senior students are more likely to report a greater number of their courses included a community-based project (service learning) than students at peer institutions. First-year students rate Rockhurst as more effective than its peers regarding learning strategies, collaborative learning and student-faculty interaction. For seniors, Rockhurst is more effective than its Jesuit peers in collaborative learning and student-faculty interaction.

Additionally, students report a heightened awareness of social justice issues through the Rockhurst experience in both the SSI and NSSE. The University includes a statement about service to others in the SSI as a way of measuring the fulfillment of our Jesuit mission as a faith that does justice. Students report high levels of importance and satisfaction for this statement. In the 2015 NSSE, first-year and senior students rate Rockhurst as more effective in developing their desire to work for social justice than its Jesuit peers. The commitment to social justice is also reflected in the CSL student survey for service learning students. Seventy percent of students enrolled in a service learning course in 2015-2016 reported the course gave them a better idea of how to work for social justice.

3.6

Outcomes and Impacts on faculty

Describe one key finding from current data and indicate how you arrived at this finding:

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Data from faculty demonstrate the commitment to community engagement as a reflection of the mission of the University. For instance, results from the FSSE, administered every three years by the OIE, suggest that faculty value community-based projects as part of the student learning experience. Conversely, faculty reported spending little course time dedicated to experiential learning or engaging students with individuals of diverse backgrounds. The dichotomy of these findings suggest that commitment to the idea of community engagement outweighs the commitment to integrate community engagement practices into the teaching. This commitment is further evidenced in the creation of new academic programs with community-based experiences written into the design.

The CSL surveys faculty conducting service learning courses every other year. Data from these surveys suggest the value of community engagement activities enhance teaching and contribute to faculty scholarship. Through the information garnered from FSSE and the faculty survey, the CSL promotes service learning and community-based teaching as a way for faculty to integrate the mission into their teaching.

3.7

Outcomes and Impacts on community

Describe one key finding from current data and indicate how you arrived at this finding:

The CSL collects information from community organizations that have hosted service learning and community service projects for Rockhurst students. Data show that community partners value the reciprocal relationship built around working with students. Community partners report that the students have a positive economic impact on their organizations. Partners further indicate they feel they have an influence in student learning.

During the focus groups for the Civic Action Plan, community partners spoke of the reciprocal nature of the learning experience as a contributing factor to the continuation of partnership with Rockhurst. The group also challenged the University to take a more vocal role in local issues. The challenge was taken up by the University in the 2018- 2023 Strategic Plan, which calls for the University to be leaders in Kansas City in social justice.

Additionally, in 2018 Rockhurst has been recognized locally by the Southtown Council and Jackson County Courts for its partnerships on efforts like the Finucane Service Project and the Prosperity Center for Financial Opportunity.

3.8

Outcomes Impacts on institution

Describe one key finding from current data and indicate how you arrived at this finding:

During the institutional review process for the Civic Action Plan and the Mission Priorities Examen, focus groups were conducted to better understand the experiences students, faculty, staff, and community partners when engaged in community-based activities through Rockhurst. The consistent message from each constituency was appreciation for what the University currently offers and a challenge to offer more efficiencies. As a result of these focus groups and the strategic planning process, the University has realigned offices engaged primarily in community work – campus ministry, the CSL and Community Relations and Outreach – to fall under one division, mission and ministry.

3.9

In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at

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advancing institutional community engagement?

Yes

3.9.a - Describe what was the nature of the assessment, when was it done, and what did you learn from it.

The creation of the Campus Compact Civic Action Plan was part of a campus-wide assessment of how the institution is performing within the five commitments of Campus Compact: To empower students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus; prepare students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good; embrace responsibilities as place-based institutions, contributing to the health and strength of communities; harness the capacity of institutions through research, teaching, partnerships, and institutional practice to challenge the prevailing social and economic inequalities that threaten democratic future; and foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement — economically, socially, environmentally, educationally, and politically. Further, the development of the civic action plan was an exercise to identify future opportunities to explore opportunities to further the university's commitment to community engagement.

The process started three years ago and was intentionally tied to the creation of the University's strategic plan because both documents focus on the importance of fostering lasting community engagement. One immediate result of the development of this plan was the realization of challenges faced through the decentralized community engagement efforts the University operated under for many years. As the Civic Action Plan and University Strategic Plan were implemented, those offices were realigned for greater efficiency and efficacy.

Professional Development

4.1

As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results?:

The Center for Excellence in Teaching and Learning (CETL) and the Center for Service Learning continue to collaborate to deliver community engagement workshops and learning sessions for faculty. In addition to this collaboration, the CSL has worked with the Office of Mission and Ministry to deliver community engagement workshops for new faculty and staff during the Cardoner Program. This program is designed to introduce new community members to the Jesuit mission and ministry of the University. As a core component of the mission, community engagement is integrated throughout the program.

The McMeel Family Faculty Institute on Service Learning has increased its programming to include the scholars program, as well as the fellows program. The CSL continues to offer the fellows program as a service learning

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course redesign workshop for faculty. The scholars program is a two-year cohort model in which participants learn best practices for community-based learning, conduct Scholarship of Teaching and Learning (SoTL) research and disseminate findings. The program sponsors faculty participants to attend a national or regional conference focused on community-based research and practice. Additionally, the CSL provides support for faculty as they conduct research and offer a platform to disseminate findings on campus. Six faculty participated in the pilot of the program.

In conjunction with the CSL, the Office of Community Relations and Outreach put together “Building Collaborative Partnerships,” a workshop for organizations and partners, to share relevant information on the University’s structure and its mission and values in the hopes of inspiring long lasting, more fulfilling partnerships built on a shared understanding of community engagement and values, as well as providing the tools that partners might need to navigate the University when seeking to establish those relationships.

Employees are encouraged and supported in their efforts to engage in community service. The Mission Leave policy, instituted since the last classification, allows faculty and staff to engage in community service for three days per year. Employees do not have to use vacation in order to participate in a service activity.

4.2

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
Facilitation of partnerships	Yes	Yes	Yes	Yes
Student teaching assistants				
Planning/design stipends	Yes	Yes		
Support for student transportation				
Eligibility for institutional awards	Yes	Yes	Yes	Yes
Inclusion of community engagement in evaluation criteria	Yes	Yes	Yes	Yes
Program grants	Yes	Yes		
Participation on campus councils or committees related to community engagement				
Research, conference, or travel support	Yes	Yes		Yes
Other				Yes

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

Rockhurst University encourages its employees to live out service for and with others through the Mission Leave Policy. The purpose of the policy is to allow full time employees to voluntarily participate, with pay, in University sponsored spiritual retreats or in approved mission related or service-related activities that occur during regularly scheduled work hours. This policy is designed to support the objectives of increasing voluntary service and encouraging reflection as an integral part of our University’s mission.

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Faculty Roles and Rewards

5.1 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and staff with expertise in and commitment to community engagement?

Yes

5.1.a Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:

There have been no significant changes in the general hiring guidelines with regard to community engagement and mission alignment. However, in the request to fill an open position, each supervisor must demonstrate how the position aligns with the mission of the University. In addition to this, each college outlines the roles and responsibility of faculty with relationship to their teaching, scholarship, and service.

The University hiring process does account for the mission and values of the University. All candidates for full-time faculty and major administrative positions interview with the vice president for mission and ministry to talk specifically about the University's mission, values, and commitment to service for and with other partners in the community and the world at large.

5.2

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and 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.

The promotion and tenure guidelines are consistent with the Boyer model of scholarship, which includes the scholarship of engagement. The rank and tenure committee values scholarship that emerges out of service learning experiences; typically thought of as scholarship of teaching and learning and not scholarship of community engagement. Research is viewed as scholarship provided that the work is public, peer-reviewed, and contributes to the discipline. If the work does not meet those criteria but still provides a contribution to the community, it would be considered service.

5.3

If current policies do not specifically review, evaluate and reward community engagement, describe the work in progress to revise policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty promotion to ensure a full and fair review and assessment of faculty scholarly work that uses community-engaged approaches and methods.

There have been no significant changes in the institution-wide definition of scholarly work. Community engaged scholarship is subject to the same rigor and peer review process as any other scholarly work. However, the

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McMeel Scholars program has been created to encourage more community-based scholarship on the part of faculty and provide them resources for approaching that work.

5.4

Since your previous classification, have there been any changes in the institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

No

5.4.a

Describe and identify the policy or other document where this appears and provide the definition.

There have been no significant changes in the institution-wide definition of scholarly work. Scholarship is defined in the faculty handbook as "the intentional and systematic pursuit of knowledge and understanding... participation in opportunities for scholarly exchange and reflection through membership in professional and scholarly societies and participation in meetings and conferences of such groups, and the regular and lively intellectual exchange with colleagues on campus, are all scholarly activities."

5.5.1 Institutional Level

Please provide link(s) to text of current policies which describes how community-engaged approaches are conceptualized and evaluated in faculty promotion and tenure (at tenure granting institutions) review and reward processes or a narrative describing how these policies and processes are implemented. Provide links to policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty.

5.5 a Community engagement is rewarded as a form of teaching

No

5.5 a Teaching

Provide link or descriptive text

There are no current policies to reward community engaged teaching in the faculty handbook. Faculty are encouraged as a matter of promotion and tenure to pursue innovation in teaching and course development, which might include community engagement or the development of courses with a service learning designation.

5.5 b Community engagement is rewarded as a form of research

Yes

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5.5 b Research

Provide link or descriptive text

The definition of scholarship includes work that contributes to "the academic life of the University and the larger scholarly community of which it is a part, and/or the larger culture," including community-engaged scholarly work.

5.5 c Community engagement is rewarded as a form of service

No

5.5 c Service

Provide link or descriptive text

Faculty are encouraged to connect their work to the Jesuit and University mission of service to the community, but community engagement and service is not specifically rewarded.

5.5.2 School/Division

5.5.2 a Community engagement is rewarded as a form of teaching

Yes

5.5.2 a

Provide link or descriptive text

While all departments and divisions are bound by the institution's guidelines for faculty, each of the three colleges under the University organizational structure have additional policies and procedures that help facilitate community engaged work by faculty – the College of Arts and Sciences, Helzberg School of Management (now part of the College of Business, Influence, and Information Analysis) and the College of Health and Human Services.

The College of Arts and Sciences roles and responsibilities document outlines the teaching expectations for faculty. It states, "As a faculty we strive to develop in students the competencies and values that will serve as the foundations for life, vocations, and careers, leading them to be life-long learners. Some illustrations of this integrative liberal arts approach are syllabi that draw attention to cross-disciplinary fields; inter-disciplinary projects and assignments; reflection essays calling for synthetic thinking ; incorporating diversity and social issues; service learning projects."

The Helzberg School is committed to educating and developing leaders of competence and conscience, to serving others in the Jesuit tradition and "to the community and its progress." The roles and responsibilities document for the school supports this core value by encouraging use of community engagement and community service as venues for faculty teaching and student "learning by doing." Faculty are evaluated based on the TS2

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system – a framework based on the weighted criteria of teaching, scholarship and service – which supports HSOM's focus on preparing leaders to make a positive difference in the world and recognizes how the concepts of teaching, scholarship and service are both inextricably linked and tied to school's core value of "commitment to engaged learning and applied business interactions." The TS2 evaluation system supports this core value by encouraging active, sustained dialogue among faculty focused on effective teaching and student learning and by promoting faculty service to students, to profession, and to the greater community.

Teaching and engagement with the community is also emphasized in the roles and responsibilities document for the College of Health and Human Services. In it is the statement, "Each member of the faculty is expected to serve their respective department, the college, the University, and the broader community in ways best suited to individual talents." The criteria for effective teaching according to the college include the "Learner and Learning" component, which recognizes that effective "teachers work with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation." According to the document, examples of this includes providing opportunities for action-based and service learning, providing culturally responsive practices for learners from diverse backgrounds.

5.5.2 b Community engagement is rewarded as a form of research

Yes

5.5.2 b

Provide link or descriptive text

Again, in addition to institutional documents setting forth expectations for faculty in regard to research, each of the three colleges, in their respective roles and responsibilities documents, outline the various ways scholarly work is evaluated for promotion. In the Helzberg School of Management and College of Health and Human Services, these documents emphasize that among the criteria of evaluation for scholarly work, University mission and ideals of service for and with others is of critical value. The College of Arts and Sciences includes in their roles and responsibilities document this statement on scholarship: "Scholarship can take many different forms across and within disciplines... the scholarship of application engages the world by applying knowledge to a variety of social problems and practical concerns."

5.5.2 c Community engagement is rewarded as a form of service

Yes

5.5.2 c

Provide link or descriptive text

In the roles and responsibilities for each of the colleges, service is framed as one of the core responsibilities for faculty and the third major criteria for evaluation and advancement. And community engagement is considered an important component of that responsibility.

The College of Arts and Sciences states, "Service exhibits our willingness as faculty members to work for the

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wellbeing of the University, our disciplinary communities, and the broader community. By serving we bring our own personal strengths as well as those of our discipline to work on behalf of others. The rewards of service are often indirect but substantial nonetheless... Service to the community and to our disciplines points to the responsibility we have beyond the University and reinforces the cooperative spirit at the heart of all faculty work."

The Helzberg School, for instance, provides a number of categories for service that faculty can pursue. This includes professional service to community.

According to the College of Health and Human Services, "The Jesuit ideal of men and women for others emphasizes service as integral to a truly human life. Service is an integral part of the academic life of a faculty member at Rockhurst University." That includes service in professional capacities as well as service with community members and organizations.

5.5.3 Department

5.5.3 a Teaching

Community engagement is rewarded as a form of teaching

No

5.5.3 a

Provide link or descriptive text

Faculty are bound by the college- and school-level roles and responsibility documents and the institution's faculty handbook.

5.5.3 b Community engagement is rewarded as a form of research

No

5.5.3 b

Provide link or descriptive text

Faculty are bound by the college- and school-level roles and responsibility documents and the institution's faculty handbook.

5.5.3 c Community engagement is rewarded as a form of service

No

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5.5.3 c

Provide link or descriptive text

Faculty are bound by the college- and school-level roles and responsibility documents and the institution's faculty handbook.

5.5

Provide narrative describing the implementation of these policies and processes:

All members of the Rockhurst University faculty are expected to demonstrate certain competencies and professional guidelines and benchmarks. The general responsibilities of faculty, according to the most recent faculty handbook adopted in 2018 include "participation in learned societies and educational organizations or in community service."

Further, the faculty handbook outlines its guidelines for faculty promotion and tenure, emphasizing the role faculty play in furthering scholarship both on campus and beyond. The document states, "To be involved in scholarship implies work that leads to original contributions to the knowledge base of one's field or expertise, the application of such knowledge to the problems in the field or in society, the academic life of the University and the larger scholarly community of which it is a part, and/or the larger culture."

By incorporating language related to contributions to societal issues or greater social good into the handbook, the University has defined community engagement as a part of its definition of scholarly work considered for promotion and tenure.

5.6

If there are 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, describe the policies, and indicate whether they are for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations.

According to the faculty roles and responsibilities document for the Helzberg School of Management (the business school now part of the College of Business, Influence, and Information Analysis), the school's vision is "to prepare leaders to make a positive difference in the world. Its mission is to educate and develop leaders of competence and conscience, committed to serving others in the Jesuit tradition. Excellent teaching is the principal means by which the Helzberg School pursues this mission" and achieves its vision. Also in that document, the school asserts that "scholarship enriches faculty teaching, enlivens classroom learning, and reflects the same Jesuit commitment to lifelong learning among faculty that HSOM seeks to instill in our students. We answer the Ignatian call to service by pursuing excellence in the classroom and in scholarly activity, as well as in innumerable other activities on and off campus."

The Helzberg School is guided by a "commitment to the community and its progress." The roles and responsibilities framework supports this core value by encouraging use of community and community service as venues for student "learning by doing." The "Service" component of this framework encourages and rewards faculty who "walk the talk" by serving local community and business needs. The entire TS2 process – an evaluation framework based on the weighted criteria of teaching, scholarship and service – supports the school's focus on preparing leaders to make a positive difference in the world.

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Service and engagement with the community is also emphasized in the roles and responsibilities document for the College of Health and Human Services. In it is the statement, "Each member of the faculty is expected to serve their respective department, the college, the University, and the broader community in ways best suited to individual talents."

According to the the roles and responsibilities document of the College of Arts and Sciences, faculty service to the community is rewarded: "We also recognize that service provided by faculty goes beyond the boundaries of the University. Therefore it is important to acknowledge these contributions as well... Some individuals serve the external community in their roles as Rockhurst University faculty members. Other faculty enrich the greater community by serving on boards for local companies/organizations, giving presentations to local groups, and serving as consultants or experts in their field."

5.7

List the colleges/schools and/or departments.

The Helzberg School of Management (now under the College of Business, Influence, and Information Analysis)
The College of Health and Human Services
The College of Arts and Sciences

5.8

What percent of total colleges/schools and/or departments at the institution is represented by the list above?

100%

5.9

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.

According to the faculty handbook for the Helzberg School of Management (now part of the College of Business, Influence, and Information Analysis): "The Helzberg School of Management vision is to prepare leaders to make a positive difference in the world. Our mission is to educate and develop leaders of competence and conscience, committed to serving others in the Jesuit tradition. Excellent teaching is the principal means by which the Helzberg School pursues this mission and achieves our vision. Scholarship enriches faculty teaching, enlivens classroom learning, and reflects the same Jesuit commitment to lifelong learning among faculty that the Helzberg School seeks to instill in our students. We answer the Ignatian call to service by pursuing excellence in the classroom and in scholarly activity, as well as in innumerable other activities on and off campus. We reflect the Helzberg School's relative emphasis in each of these three areas using a values rate-based scale. Where scholarship is valued at 100, the Helzberg School places teaching at 125, and service at 50. These relative weights are reflected in the teaching, scholarship and service process that follows... The Helzberg School is guided by a 'Commitment to the community and its progress.' TS2 supports this core value by encouraging use of community and community service as venues for student 'learning by doing.' The 'service' component of TS2 encourages and rewards faculty who 'walk the talk' by serving local community and business needs. The entire TS2 process supports the Helzberg School of Management's focus on preparing leaders to make a positive difference in the world."

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From the roles and responsibilities document of the College of Arts and Sciences: "Attentive professors know that no discipline stands alone but that each connects to others. Instructors should be aware of how their own courses and disciplines are interrelated to the larger body of the arts and sciences. Such interdisciplinary sensitivity makes for effective teaching and provides the student with a basis and model for integrating the academic experience into a rewarding and liberating life-perspective. As a faculty we strive to develop in students the competencies and values that will serve as the foundations for life, vocations, and careers, leading them to be life-long learners. Some illustrations of this integrative liberal arts approach are syllabi that draw attention to cross-disciplinary fields, inter-disciplinary projects and assignments, reflection essays calling for synthetic thinking, incorporating diversity and social issues and service learning projects."

And from the roles and responsibilities document used by the College of Health and Human Services is a statement: "It is important that teaching, scholarship, and service be documented annually in the annual faculty reflection submitted to the office of the Dean of CHHS. Excellence in teaching is the central feature of the Jesuit tradition and the most important faculty role."

5.10

Please describe any professional development offerings that your institution provides for faculty and administration to facilitate consistency in approaches to the documentation, review, and evaluation of community-engaged scholarly work as an aspect of promotion and tenure (at tenure granting institutions) processes.

The McMeel Faculty Institute was established to support faculty in their development of community engaged teaching and scholarship. There are two separate opportunities for faculty under the banner of this institute – the McMeel Fellows Program, which includes a hands-on, three-day course redesign workshop where facilitators guide participants through the steps of developing a service learning project built around community engagement-related outcomes of meeting authentic community needs and fulfilling academic learning outcomes. McMeel Fellows contribute to service-learning at Rockhurst through their engagement in compelling and stimulating community-based learning experiences for students and by disseminating knowledge to their colleagues.

Similarly, the McMeel Scholars Program supports faculty experienced in service learning and community-engaged teaching to include the scholarship of teaching and learning of these practices into their research agendas. The Scholars Program is a two-year cohort model in which participants learn best practices to community-based SOTL research, conduct and disseminate their research.

Both of these programs provide opportunities for faculty to deepen their understanding of community engaged teaching techniques and to provide a set of cohesive ideas and guidelines for community engaged and service learning based teaching and scholarly techniques.

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'

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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, academic service learning, community-based learning, public service courses, etc.

A.1 Teaching and Learning

As evidence provided for your earlier classification, you described an institution-wide definition community engaged courses used on campus.

A.1.1

For re-classification, describe what has changed, if anything, with the definition of community engaged courses and explain the purpose of the revisions.

The institution-wide definition of service learning has not changed since the previous application. It remains “a teaching methodology that extends learning beyond the classroom and into the community through relevant and meaningful service.” Through the assignment of a project that addresses community needs, students learn from community members and develop leadership skills while practicing theoretical knowledge gained in the classroom. However, as the University better understands the nature of community engagement, the definition of community engaged courses has broadened to include not only service learning, but also practicum, internship, and capstone courses that include community partnerships and reciprocal sharing of information.

A.1.2

If there is a process for identifying or approving a community engaged course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes.

The Center for Service Learning and the registrar’s office approve the service learning designation of courses, a process that has been in place since the spring 2014 semester. Faculty apply to have a course designated as a service learning course on the course schedule during the semester prior to implementation. Following the start of the semester, the CSL director confirms service learning courses with faculty members and verifies the listing for the registrar’s office. The course is then entered as SL in the Banner system. Practicums, internships, or capstones are also entered into the Banner system.

A.1.3

Fill in the tables below using:

- data from the most recent academic year (2017-18)
 - data based on undergraduate FTE
 - Percentage = when asked use decimal input, e.g., don't use .9 or .2, use instead 90% or 20%
-

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Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
66	-19	6.7%	40.4%
Number of departments represented by community-engaged courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
19	-4	39.6%	26.7%
Number of faculty who taught community engaged courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
33	-6	14.2%	22.2%
Number of tenured and tenure-track faculty who taught community engaged courses	Change in number of tenured and tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of tenured and tenure-track faculty since last application
21	N/A	9%	N/A
Number of full-time, non tenure-track faculty who taught community engaged courses	Change in number of full-time, non tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of full-time, non tenure-track faculty since last application
8	N/A	3.4%	N/A
Number of part-time faculty who taught community engaged courses	Change in number of part-time faculty since the last application	Percentage of total faculty	Percent change in number of part-time faculty since last application
4	N/A	1.7%	N/A
Number of students participating in community engaged courses	Change in number of students since last application	Percentage of total students	Percent change since last application.
588	-381	40.7%	-39.3%

1.4

Provide a description of how the data above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.

The Office of Institutional Effectiveness gathered the data for question A.1.3 from the Banner data management system used by the University. The CSL facilitates the creation of service learning courses with faculty, and the registrar's office maintains records of the number of service learning courses as part of academic records after verification each semester. The current system of recording community engaged courses through the Banner system provides a more accurate count of courses and improves the quality of courses. The change in data from the previous application is largely due to the growing understanding of community engagement courses and quality assurance that the CSL has put in place. As a result, some courses with service components were no longer included in the count because they lacked high quality practices. This data is used in internal and external

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reporting (e.g. accreditation) as well as in the development of new courses and curricular offerings. The CSL also uses the data to monitor service learning campus-wide and determine program needs through the trend data.

1.5

As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.

Rockhurst University developed learning outcomes for all students. The learning outcomes demonstrate the University's commitment to creating an integrative experience to develop skills, competencies, and values in seven areas: leadership, the commitment to develop the gifts and talents of self and others to make a positive difference in the world; communication, the ability to communicate effectively in a variety of contexts and with awareness of purpose and audience; international and cultural understanding, the appreciation of cultural differences and commonalities, and the ability to interact with sensitivity and alertness as citizens of the world; critical and creative thinking, the ability to search for knowledge, investigate questions, and apply information in a systematic, discerning, and innovative manner; ethics and social justice, the commitment to create a more just world and to live with integrity, humility, tolerance, and empathy; academic knowledge, the capacity to assimilate and apply a broad range of skills, knowledge, and abilities to a chosen field of study; and self-formation, the discovery and cultivation of spiritual, physical, social, and emotional well-being. Since the previous application, each department of the University, both academic and co-curricular, have been tasked to connect program outcomes to the university learning outcomes.

For example, the CSL developed program learning goals that map directly to the University's learning goals: Demonstrate an understanding that service goes beyond the project and requires reflection and action (ethics and social justice).

Demonstrate desire for service activities based on values, interest, skills, and abilities (self-formation).

Understand one's own identity and culture and its impact on service to the community (international and cultural understanding).

Articulate the connection between service in the community and course content (academic knowledge).

Demonstrate understanding of community needs and assets (leadership/critical and creative thinking).

Demonstrate problem-solving skills to address inequities or unjust system (critical and creative thinking/ethics and social justice).

The Office of Institutional Effectiveness is responsible for maintaining the assessment data and mechanisms for assessing learning outcomes. The OIE and CSL have developed plans to transfer the administration of student, faculty, and community partner surveys to OIE in the summer of 2019.

2. Curriculum

For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

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Curricular Activity: 2.1 Student Research

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

Curricular Activity: 3.1 Student Leadership Courses

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Student leadership courses exists in both curricular and co-curricular offerings. The leadership development minor was designed to encourage students to work within the community during the experiential learning course. Additionally, the Emerging Leaders Workshop program was developed for first-year students to learn leadership skills to use throughout their Rockhurst journey, highlighting the Jesuit values of learning, leadership and service.
Web Link (if available)	https://www.rockhurst.edu/helzberg/undergraduate-programs/leadership-development

Curricular Activity: 4.1 Internships/Co-ops

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Internships, practicum, clinical and field experiences are a central part of a Rockhurst education. The internship and co-op program continues to offer students the opportunity to engage with local organizations and businesses through paid work experiences related to their degree program.
Web Link (if available)	https://www.rockhurst.edu/career-services/co-ops-internships

Curricular Activity: 5.1 Study Abroad

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

Curricular Activity: 6.1 Alternative Break tied to a course

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Since the last classification, the modern language department has incorporated community engagement elements in its summer study abroad program. While students studied in Lyon, France, they also worked and explored immigration issues through the Jesuit Refugee Services "Welcome" program, which included communicating with refugees now living in France. The experience provided students with a global perspective on the issues facing refugees and migrants around the world while making an impact on local populations.
Web Link (if available)	https://www.rockhurst.edu/news/09-07-2016/new-study-abroad-program-lyon-gives-students-new-perspective

Curricular Activity: 7.1 Other. (Please specify in the "What has changed..." text box to the right.)

Is Community Engagement integrated into this area?	
What has changed since the last classification?	
Web Link (if available)	

2.1.

For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Curriculum: 2.1 Core Course

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

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Curriculum: 3.1 General Education

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Rockhurst University's core curriculum is founded on the seven inquiries of liberal arts education. Since the last classification, the University has undergone a review of the core in anticipation of revising the core. The rationale and learning outcomes for a revised core includes applied learning and social responsibility.
Web Link (if available)	

Curriculum: 4.1 First Year Experience Courses

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Three of the five seminar courses for first-year students contain a community engagement project (introduction to computer science and engineering; freshmen in nursing, and freshmen in science). The projects are designed to introduce students to Ignatian pedagogy of concrete experience, contemplation, and social analysis. The projects also introduce students to organizations and professionals practicing in the fields.
Web Link (if available)	

Curriculum: 5.1 Capstone (Senior Level Project)

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Several majors require a capstone course to synthesize their learning in one project. For example, those majoring in communication conduct research for a nonprofit organization during the capstone course, an experiential learning project that aids the organization.
Web Link (if available)	

Curriculum: 6.1 In the Majors

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Since the last classification the philosophy major was redesigned into tracks. The social justice track of the philosophy major requires students to engage with a social justice issue through service to organizations dealing with the identified issue and a culminating capstone experience.
Web Link (if available)	https://catalog.rockhurst.edu/preview_program.php?catoid=13&poid=2932&returnto=740

Curriculum: 7.1 In Minors

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Since the last classification, the development of new minors has included the community engagement as a critical element of the program. The leadership studies and medical humanities minors include a community engagement project as a culminating experience.
Web Link (if available)	https://catalog.rockhurst.edu/preview_program.php?catoid=13&poid=2932&returnto=740 https://catalog.rockhurst.edu/preview_program.php?catoid=13&poid=2641&returnto=740

Curriculum: 8.1 Graduate Studies

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Graduate studies in OT and PT integrate community engagement through research capstones, and clinical and fieldwork experiences. Through an ongoing partnership with Damien House in Guayaquil, Ecuador, students and faculty work directly with community members suffering from Hansen's disease.</p> <p>The University's MBA program also builds on lessons from the classroom to encourage social innovation, requiring a capstone at the end of a student's program of study that engages meaningfully with an organization in the Kansas City area. Many of these projects are social entrepreneurship and innovation-related by design. Students have worked with the Truman Library Research Institute, Operation Breakthrough, and Harvesters food bank to assist in improving their operation or services to the community.</p>
Web Link (if available)	https://www.rockhurst.edu/occupational-therapy/service https://www.rockhurst.edu/physical-therapy/service-leadership

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Curriculum: 9.1 Other. (Please specify in the "What has changed..." text box to the right.)

Is Community Engagement integrated into this area?	
What has changed since the last classification?	
Web Link (if available)	

2.2.

Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Community engagement has been a hallmark of the Rockhurst academic experience. As a Jesuit university, experience and reflection are vital parts of Ignatian education. Since its inception in 1994, the Center for Service Learning has been the faculty and student resource for community engaged learning. Over the years, the Center for Service Learning worked with interested faculty and community groups to develop service learning courses and projects. The courses had been developed in a patchwork fashion. Currently, the development of new courses, programs, and even in the philosophy of the new core, community engagement plays a vital role. Community engagement is an intentional part of the development of the programs with outcomes aligned to the community engagement experience. Faculty value the experiential learning experience and the professional preparation that comes through community engaged courses. Moving forward, changes to the core curriculum and to the University's understanding of true community engagement are pointing to a future in which these efforts are more fully understood, integrated, and tracked campus-wide.

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**.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	No	

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Community service projects - outside of the campus	Yes	<p>Rockhurst students have several opportunities to engage in community service projects with their peers. During first-year student orientation weekend, new students, returning students, faculty and staff participate in the Finucane Service Project. The project was created to familiarize students in their new community by serving local neighborhood groups and nonprofit organizations. Likewise, at the the beginning of the spring semester, students participate in the Martin Luther King Jr. Day service project. These projects intentionally promote the building of relationships between students and the organizations served.</p> <p>Campus ministry promotes the Jesuit calling to form men and women for and with others through the invitation to participate in community service opportunities that demonstrate the two step Catholic social teaching approach of charitable works and acts of justice. Each year, campus ministry hosts the Common Good Day of Service, inviting students to interact with the people of Southern Missouri through the partnership with Catholic Charities of Southern Missouri and their affiliate partners. The Missouri River Relief Project engages students in environmental cleanup and preservation of the natural resource. After this event, students reflect on the importance of caring for the earth and the consequences of the lack of sustainable practices.</p>
Community service projects - within the campus	Yes	<p>An annual program at the Rockhurst University Community Center is the Safe Trick or Treat event, which is a collaborative effort between the Office of Community Relations and Outreach, various University student groups and individuals, and the Center for Service Learning. Approximately 450-500 community members (mainly children) attend this event and approximately 90 Rockhurst students volunteer to convert the community center into a haunted house and interact with the children and families on Halloween, providing a safe alternative to door-to-door trick-or-treating. In addition, an internal partnership developed with the physics department's optics class introduced an additional academic layer to the program, creating a biennial Spooktacular Optics event that invites school groups and community families to experience and learn about the science of physics through interactive Halloween-themed optical illusions in conjunction with the Safe Trick or Treat event.</p>
Alternative break - domestic	Yes	<p>For centuries, sending people forth on mission has been an integral component of the Jesuit tradition. Rockhurst University seeks to continue that tradition through winter and spring break service-immersion trips to domestic and international locations.</p> <p>In 2018 and every other even year, campus ministry sponsors a domestic service trip to Hancock, Michigan, to serve with Little Brothers Friends of the Elderly. The nonprofit agency provides many services for the rural, aging poor, including free firewood to reduce the burdensome heating bills of northern Michigan winters. While the organization furnishes the supplies, Rockhurst University supplies the manual labor needed to cut the wood and then deliver it to residents in need, spending time with the residents to learn about the difficulties often faced by older residents of rural areas.</p> <p>Other domestic alternative break offerings have included recovery efforts following natural disasters in New York and New Orleans, helping in urban schools in the Philadelphia area, and serving alongside residents of economically and environmentally devastated rural communities in West Virginia.</p> <p>Through the service-immersion trips to domestic locations both urban and rural, students reflect on the realities of the living in a diverse country and their place to become change agents. And reflection is an integral part of the service immersion process.</p>
Alternative break - international	Yes	<p>The University has a number of partner organizations throughout the globe through which students are offered a chance to serve over their breaks in spring and summer. In the spring, students travel to Jamaica to assist in the in the rehabilitation of houses, clinics, and a center for mentally and physically disabled individuals. In Guatemala, the</p>

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		<p>service trip is hosted by the Friends of San Lucas. Students, faculty and staff participate in home rehabilitation and construction, gardening projects and coffee processing. Coffee is one of the chief ways that money is raised to help with these relief efforts and an important source of income for the people of the area. The service immersion trip to Dominican Republic was created in partnership with the Institute for Latin American Concern (ILAC) and students participate in coffee planting and ecological latrine construction. Each day of the international service-immersion trips, students and faculty/staff companions reflect on their work and the realities of the communities they join.</p>
Student leadership	Yes	<p>Rockhurst University is "Where Leaders Learn," a phrase equal parts operating philosophy and tagline. Rockhurst trusts in the leadership potential of each of its students. The Rockhurst experience offers students several opportunities to demonstrate their leadership abilities. Two leadership development programs intentionally engage students in community as part of their learning: the Emerging Leader Workshop Series and the orientation leader training.</p> <p>The Emerging Leader Workshop Series seeks to educate students on opportunities to engage in the Rockhurst community through learning, leadership and service. This program also educates students on the Ignatian leadership through their involvement on campus and is geared towards new students.</p> <p>Orientation leader training provides training to welcome new students to Rockhurst University. This training provides opportunities to expand on their understanding of service, diversity and inclusion in preparation to lead groups of new students during the Finucane Service Project, an afternoon of service projects in Kansas City designed to give new students an understanding of the community of which they and their campus is a part. These students also lead the reflection following the service experience, an intentional introduction to the idea of thinking deeply about the impact of such an experience and to cement connections between learning and community.</p>
Student internships	Yes	<p>In addition to the career-focused internships offered through Career Services, there are two service-focused internships that give students the opportunity to serve while earning a stipend for educational costs. The Miller Family Service Scholarship is offered annually to undergraduate students who are dedicated to service work. This scholarship allows the recipient to "volunteer for tuition" during the summer break at one of a number of partner organizations around the city.</p> <p>The Bishop Sullivan Center internship program is a partnership for Catholic college students to serve people through the center's numerous service areas and partner organizations around Kansas City in exchange for \$12 per hour and a bonus at the end for the summer. Students have wide-ranging opportunities to engage deeply with community-focused groups doing everything from providing food to homeless residents to pre-K education to helping urban youth learn to grow and market their own food. Upon the end of the experience, students write a short reflection submitted to the Bishop Sullivan Center that draws on their experiences throughout the internship.</p>
Work-study placements	Yes	<p>Through the Community Work Study program, students are employed by the Rockhurst University work study program but perform their work at an area school, youth-serving nonprofit organization or community service nonprofit agency. Students may work as a tutor helping with homework and basic skills, lead arts and crafts activities, mentor youth in character-building programs, or assist with after-school programming. Rockhurst now has long-term partnerships with a couple of our CWS partner sites, which include Operation Breakthrough, Catholic Charities, and the Prosperity Center for Financial Opportunity. Partnership options change as organizations transition their service</p>

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		offerings. A majority of Community Work Study participants complete their obligation at Operation Breakthrough, where they can actively engage in programs and reading with children in grades K-6.
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	In 2018, Career Services hosted 18 interns from eight different academic majors at 17 different organizations. These students serve not only their organizations but provide insight and resources to the career planning course taught each spring. Additionally, events are hosted to create stronger connections with organizations who contribute to the Kansas City community both professionally and through service. Events hosted for these organizations include Meet the Firms for business students, Spotlight on Teaching for education students, Nonprofit Speed Networking for students in the nonprofit studies program, Mock Interview Day for all majors, and the Health Services Fair for occupational therapy, physical therapy and nursing students.
Living-learning communities/residence hall/floor	Yes	Rockhurst will open the first and second living-learning communities in the fall of 2019 named the Kateri Community. There are two separate communities within this small residence hall – one focused on exploring the Catholic faith and identity, the other focused primarily on sustainability and issues surrounding the environment.
Student teaching assistants	No	
Athletics	Yes	<p>The men's basketball team has worked with nearby Troost Elementary School to engage with young students in the third, fourth, and fifth grades, providing student-athlete role models. The team makes multiple trips to the school each year to read books with the students, practice spelling words, talk about how to get into college, discuss their daily schedule as collegiate basketball players, the importance of school, and even to play alongside the students at recess. Head coach Drew Diener also schedules one game a year to be played at noon during a school day so the students the team works with during the year can take a field trip and come see the team in competition and in their secondary classroom. The teachers at Troost use the game as a motivational tool for the young students during the first half of the school year. The Rockhurst players is asked by their coach to reflect on the impact they can make, the motivation they provide and the idea of giving back to the neighborhood so close to campus. Student-athletes from across the country who come to Rockhurst learn more about the Kansas City area and its public schools.</p> <p>The men's lacrosse and baseball teams have engaged with TEAM Impact, an organization that connects children with medical challenges to student-athletes to build meaningful relationships with lifelong, positive effects. Children are officially drafted to the team, and from there, become full-fledged members attending practices, games, team dinners, events and more. The team captains and members who live close to Kansas City took leadership of these two engagements to plan events and continue interaction during the summer break. The baseball team drafted Tyler Niemeyer in 2016. Tyler attended a few practices and came to several Rockhurst games when he was able and joined the Rockhurst team in the dugout. Rockhurst team members attended Tyler's games on occasion and took him to Kansas City Royals games to foster the same type of friendships the team members had among themselves.</p> <p>The relationship between the men's lacrosse team and their TEAM Impact member has been different due to the nature of the young man's illness. Gabe Smith was signed to the men's lacrosse team in spring 2018. The extent of Gabe's illness has left him unable to be a part of any sports team himself. However, the team and family have fully bonded and Gabe attends multiple practices on the Rockhurst campus each week. Gabe and his family attended every home game and away games that were within four hours of campus in 2018.</p>

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Greek Life	Yes	Rockhurst Greek Life organizations stress the importance of learning, leadership, service, and brotherhood/sisterhood. Each of the eight Greek social fraternities and sororities engage with local organizations such as Amethyst Place, Operation Breakthrough and Wayside Waifs as well as supporting weeklong service and philanthropic partnerships with their national organizations. Since the previous classification, two Greek organizations have teamed up to start the "Hopkins Skip and Run 5K." An annual 5K run to support of scholarship program for students at a local high school attended by Nelson Hopkins Jr., a young community member murdered near campus in 2009. The run takes place during the University's annual Family and Alumni Weekend and continues in partnership with the Hopkins family.
Other (please specify)	No	

B.2. Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists, describe the system used and how it is used.

The service transcript program at Rockhurst University offers students a way to track their service. Students self-report their activities to the Center for Service Learning with verification. The hours are entered into a service transcript database. The service transcript records service that students complete as part of service learning courses, student group activities, and individual projects. Students may request a copy of their service transcript at any time. Students use the service transcript as evidence of their engagement when applying for scholarship and graduate school. Students also use the service transcript when applying for preferential housing options.

The current system is largely a pencil-and-paper record of service with data stored in a database not accessible directly to students. Updating the system to a web-based system that is accessible to students is a priority for the University, and funds have been reallocated in the current fiscal year budget to cover the startup costs of the system. Future funding has been requested in the 2019-2020 operational budget to support a web-based tracking system.

B.3. Indicate whether co-curricular programming provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time. Please describe the pathways and how students know about them.

Service and leadership are integral to the Rockhurst experience. Students are given numerous opportunities through student organizations, service-learning courses, and faith-based activities to explore service and their commitment to it. Scholarships and internships are offered to assist students with their journey to engage more deeply in service and explore the connection between community and their academic careers.

One clear pathway to greater engagement is through the Finucane Service Project, a service project for all new students, taking place during orientation weekend. Hundreds of students each year are introduced to Jesuit education and community partners through the project as they fan out across the city to learn what each organization does and perform acts of service throughout the afternoon.

As sophomores, students can apply to be an orientation leader. The orientation leaders guide new students through the landscape of a new campus, expectations and culture. The orientation leader also guides the

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individual service site of their group. They meet with the community partner to ensure all details are correct prior to the project, and lead a post-project reflection with their group about the experience.

The next level of leadership is the orientation coordinator. These students are usually in their third or fourth year at Rockhurst. Orientation coordinators work with the Center for Service Learning and Office of Community Relations and Outreach to coordinate each of the service projects within the Finucane Service Project. The coordinators determine the quality of the partnership, the ability of the leaders to facilitate the project, and training needs of the leaders and partners. The pathway involves higher levels of training as students create more complete and reciprocal relationships with the University's community partners.

B.4. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.

Students play an integral role in the implementation and planning of campus-wide community engagement events. For example, student orientation coordinators assist in planning the Finucane Service Project for the freshman class each fall. Student coordinators communicate with community partner agencies to facilitate a unique community service experience for freshman orientation groups that emphasizes both the importance of University students in learning what's happening in their community and teaching about the organizations doing that work.

Most of the social Greek organizations, business and service-oriented organizations, and a wide variety of general-interest clubs and organizations on campus have a service chair, a member of the executive board responsible for coordination of the organization's service activities. The service chairs comprise the student advisory board for the Center for Service Learning. As the advisory board, they together determine to what activities are included as service or community engagement.

Rockhurst students feel empowered to create programs that address community needs. After the tragic 2009 murder of a neighborhood high school senior, Nelson Hopkins Jr., on the outskirts of campus, two social Greek organizations decided to partner with the Hopkins family to begin the Hopkins Skip and Run 5K. The annual 5K event raises money for a scholarship for a student at Alta Vista High School, where Nelson Hopkins Jr. was a student.

Another notable example of student leadership is Leftovers with Love, an entirely student-run operation founded to deliver leftover food from the University's cafeteria to a nearby soup kitchen twice a week. Since the last classification, the program has changed to encourage greater connection with those who eat the food and more structured reflection after the event. Student leaders of this program work with Chartwells, the University's food service provider, and the Bishop Sullivan Center to arrange the interactions. The project highlights a reciprocal relationship with a community partner.

Students are recognized for their leadership in community engagement activities through a number of awards. Each April as part of the Festival of Student Achievement, the student development department awards individuals for "Living the Mission" by demonstrating exemplary leadership skills through student organization, service, and a commitment to the Rockhurst mission. The "Outstanding Community Service" award recognizes a student or student organization that has shown a continued commitment to the surrounding community. The

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Center for Service Learning is also a certifying organization for the President's Volunteer Service Award. Students who record at least 100 hours of service with the Center for Service Learning are nominated for the award, also presented during the Festival of Student Achievement.

Student community engagement is also recognized through the service transcript program. Coordinated by the Center for Service Learning, these documents certify the extent to which students take advantage of community engagement and service opportunities. The transcripts, similar to its academic counterpart, is a lasting record of community engagement during a student's career.

B.5. Describe how institutions have designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community-engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

Rockhurst University recognizes that one of the obstacles for students in community engagement activities is having the financial means to dedicate time to a community organization or group. Many students report the need to work at least 20 hours of week to stay in school. In order to keep costs affordable, campus ministry partners with the University's advancement team and marketing staff to create and send a donation request letter to alumni who participated in service-immersion trips, asking them to support the service-immersion trips and service-immersion scholarships for our students. In addition, the University connected students with Youth in Mission (YiM), a national foundation that gives scholarships to students who are participating in service-immersion trips. Four Rockhurst Students received scholarships from YiM in the most recent award cycle.

In addition to the institution seeking financial resources for students, community partners seek ways to assist students with the costs of engagement. The Bishop Sullivan Center created the Serve.Learn.Earn. Program, which offers students a stipend for serving eight weeks at the nearby One City Cafe, which serves fresh, restaurant style meals to those who could not otherwise afford them. This stipend can be used to help pay the costs of a student's service-immersion, tuition, or living expenses. Eleven Rockhurst University students have been accepted to Serve. Learn. Earn.

Results from student surveys indicated students wanted more opportunities to serve with peers. As a result, the Center for Service Learning and Office of Community Relations and Outreach together created the Service Saturday program. The intent of the program was to offer students a sign-up-and-show-up service opportunity with a community partner. For students, the benefit is a more accessible community engagement experience where they do not have to worry about transportation or other logistics. The results have been immediate and sustained. New students use the Service Saturday program as a way to be introduced to a community partner and its mission. Once the student finds an organization whose mission aligns with their own, they feel more comfortable connecting with the organization for future opportunities. In one instance a student who was introduced to an organization as a freshman continued to serve through the four years of her Rockhurst career. She also recruited her sorority to adopt the organization as a local philanthropy and service partner while she was the service chair. The student has graduated but her impact in the creation of this connection between the University and the local nonprofit continues.

C. Professional Activity and Scholarship

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C.1.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), (e.g., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc)? Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Indicate whether the faculty are tenure-track or part-time/non-tenure track Also, describe how this scholarship has been supported since your last classification.

Rockhurst has been connected to the Carnegie Foundation through the Scholarship of Teaching and Learning since 1998. In 2002, Rockhurst hosted a regional conference and was designated a Carnegie SOTL Leadership Site. The Center for Service Learning later developed the McMeel Scholars program to support faculty with community-based research and SOTL based on service-learning or community-based courses. The McMeel Scholars program intends to support faculty participation in scholarly conferences and publications.

Examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning include "Making meaningful connection through service learning in an introductory biology course," a presentation by Jessica Allen, Ph.D., lecturer in biology, Joann Cielocha, Ph.D., assistant professor of biology, and Steven Jacobsen of the Missouri Department of Conservation, at the Association of College and Biology Educators' 62nd annual meeting.

At the 2015 Campus Compact Heartland conference, Mark Pecaut, Ph.D., assistant professor of physics, and Kendra Gagnon, a former physical therapy faculty member, presented "Go Baby Go! KC: Development of an interprofessional Service Learning Program," detailing the work that they conducted together with students and community members to establish a GoBabyGo! chapter at the University to modify motorized cars into childhood mobility vehicles.

Katie Madigan, Ph.D., professor of modern languages, presented "Creating Meaning in French Locally and Abroad through Service Learning" at the American Association of Teachers of French Convention in 2015. The presentation centered on trips Madigan's students took to Haiti and Paris, respectively, for French immersion community engaged service projects centered around the issues facing refugees.

In 2012, Renee Michael, Ph.D., professor of psychology, edited a special issue of Transformative Dialogues: Teaching and Learning Journal focused on the scholarship of teaching and learning and featuring articles from fellow Rockhurst faculty members about building and sustaining the culture of SOTL on campus and from Pat Hutchings, a consulting scholar from the Carnegie Foundation for the Advancement of Teaching.

In that issue was an article by Annie Lee, Ph.D., professor of chemistry, titled "Learners as teachers: Student community outcomes or service learning in an undergraduate chemistry course," which analyzed the results of attitudinal surveys and reflections following a service learning tutoring course.

Finally, in 2011 Jennifer Oliver, Ph.D., professor of psychology, published an article, "Transforming Lives and Social Justice: Educational Psychology Students Working with At-Risk Youth," in the Journal of Applied Learning in Higher Education. The article discussed ways that college-age students learned about social justice through reflection as a result of a service-learning experience in schools with younger students.

C.2.

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How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.

The collaboration between faculty and community partners for the production of co-created community-based knowledge does not have the same rich history at Rockhurst as the scholarship of teaching and learning. To support faculty engaged in community-based scholarship, the McMeel Scholars was created to support faculty participation in scholarly conferences and publications.

Rockhurst's Academic Marketing Manager, Nathaniel Bozarth, has worked in conjunction with chair of the English department, Jason Arthur, Ph.D., and Dean of the College of Arts and Sciences, Jennifer Friend, Ph.D., and in conjunction with faculty from UMKC, to produce a freely available curriculum for the LRNG platform. Curriculum made available by this group of collaborators aims to make high school students more aware of the impact of history on their present day, with special attention paid to inequities by race and in education and residential housing.

Based on the experience of co-founding the STEAM Studio for area elementary- and secondary-age students, Mandi Sonnenberg, Ed.D., associate professor of education, and Dave Reid, principal at Gould Evans architecture firm, co-authored "Unleashing Creative Genius: STEAM Studio's Impact on Learning." The book is intended to spark interest in design thinking techniques in the classroom.

Catherine Thompson, Ph.D., PT, professor of physical therapy, is the editor of a recent book, *Pediatric Therapy: An Interprofessional Framework for Practice*. Associate editors are Pamela Hart, Ph.D., associate professor of communication sciences and disorders; and Ketti Coffelt, OTD, assistant professor of occupational therapy. Contributors include Grace McConnell, Ph.D., assistant professor of communication sciences and disorders; Joan Delahunt, OTD, visiting instructor of occupational therapy; former faculty members Carol Koch, Ed.D.; and Lynn Drazinski, M.A.; and alumnae Brandi Dorton, '09 DPT; and Stephanie Orr, '09 DPT.

A Kauffman Foundation community forum event featured clips from a documentary filmed by Jennifer Friend, Ph.D., dean of the College of Arts and Science, as part of the "Kansas City Speaks" research project. The event was held at Paseo High School with Mark Bedell, Kansas City Public Schools superintendent, and Joshua Dunn, author of *Complex Justice* about the Missouri v. Jenkins case. The full-length 19-minute documentary can be viewed on the Kansas City Speaks website created by Friend and research partners Loyce Caruthers, Ph.D., and Candace Schlein, Ph.D., both of the University of Missouri-Kansas City.

James Dockins, Ed.D., assistant professor of management, Kelly Phipps, Ph.D., associate professor of management, and Michael Stellern, Ph.D., professor of economics, authored a case study titled "The Turnaround at Truman Medical Center," which was published in *The Business Case Journal*. Dockins also co-presented "Hospital Acquired Conditions and Hospital Performance" and "Operating Physician Practices in a Value-based Purchasing Environment" at the MBAA International conference.

In all cases, these projects have been supported by the faculty members' individual academic departments, but also by the University's commitment to inspiring innovative approaches to research and academics.

C.3.

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How have professional staff contributed to the scholarship of community engagement (through conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (e.g., student program development, training curricula, leadership programming, etc.)? Provide five examples of professional staff scholarship related to community engagement and describe how this scholarship has been supported since your last classification.

Laurie Hathman, director of the Greenlease Library at Rockhurst University, partnered with the librarian at Blue Valley High School to co-found the College Readiness Dialogues Kansas City in 2010. The objective of the College Readiness Dialogues event is to provide an open, relaxed, and informal dialogue on students' college readiness among librarians, faculty, administrators and students from K-12 schools and higher education. The focus of each event is to provide opportunity for collaboration to prepare students in K-12 and strengthen the transition between high school and college, especially in the area of information literacy, to positively impact student success. From this event, participants have created new partnerships between schools and universities across Missouri and Kansas. Rockhurst librarians have expanded outreach to area high schools, including providing information literacy instruction in the school classrooms.

Alicia Douglas, director of community relations and outreach, helped lead the Recruiting Volunteers workshop in 2016 for the Community Capital Fund alongside a community member. The event included a panel discussion and small group discussions.

Douglas and Julia Vargas, director of the Center for Service Learning, in 2014 presented "Bursting the campus bubble: Building student and community partner relationships through the Kansas City Immersion Program" about best practices and lessons learned through the program, which introduced students to community partners in their own city, at the Campus Compact Heartland Regional Conference in Lincoln, Nebraska.

Two staff members contributed to scholarship through scholarship published in "Conversations on Jesuit Higher Education", a periodical published by the National Seminar on Jesuit Higher Education. In 2018, Conversations published "Walking the Crossroads of Campus and Community" by Alicia Douglas, director of community relations and outreach, in issue 53. The article added to existing scholarship on community relations and engagement by focusing on the benefits of strengthening the bonds between the campus and the surrounding community. In 2016, an article by Bill Kriege, director of campus ministry, titled "Lessons in the Wilderness," appeared in Conversations issue 49, which encouraged best practices and lessons learned during service immersion experiences.

D. Community Engagement and other Institutional Initiatives

6.1.

Indicate how community engagement directly contributes to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty, and describe what has changed since the last classification. Provide relevant links if available.

During the Fall 2016 All Companions meeting, University President the Rev. Thomas B. Curran, S.J., announced that Rockhurst would establish a new unit, the Office of Diversity, Equity and Inclusion. To inform the University of the function and mission of the office, Rockhurst enlisted the services of Rankin and Associates to conduct a Campus Climate Survey. The data from the survey, focus groups, and subsequent fora helped to prioritize the expectations for the new chief inclusion officer, who began her work in April 2019. The data also informed the commitment to diversity and inclusion outlined in Pillar 3 of the 2018-2023 Strategic Plan – to make inclusivity our way of proceeding. One of the outcomes of Pillar 3 is to "enhance partnerships and engagement with the

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diverse community to help students, faculty and staff grow in their own cultural understanding and appreciation, and also to serve university and community needs.” This outcome directly aligns with community engagement efforts on campus.

6.2.

Indicate how community engagement is connected to efforts aimed at student retention and success, and describe what has changed since the last classification. Provide relevant links if available.

Retention research suggests students who do not feel a sense of belonging are more at risk of leaving the University. Efforts to connect students to groups and activities of the University include the creation of the Academies in the fall of 2017. Academies are ways for incoming students to select an area of campus life that interests them (there are five academies currently: Living Faith, Service, Emerging Leaders, Undergraduate Research and Creativity, and Innovation). Students are given opportunities to connect with others interested in these areas as well as faculty and staff who facilitate relevant programming. Community engagement is connected through the programs offered through the Service academy and Living the Faith academy. While it might be early to discern effects on second-year retention rates, the efforts do represent concrete steps by the University to enrich the student experience with service learning and community engagement opportunities.

6.3

Indicate whether the campus institutional review board (IRB) or some part of the community engagement infrastructure provides specific guidance for researchers regarding human subjects protections for community-engaged research, and describe what has changed since the last classification. Provide relevant links if available.

Rockhurst faculty, graduate students, and undergraduates are engaged in research projects that bring them into the broader Rockhurst and regional community for research. Our occupational and physical therapy programs often conduct research that also provides therapeutic treatment for participants. Rockhurst’s Institutional Review Board (IRB) takes the issue of community protection seriously. In an effort to strengthen those protections, the board revamped its internal documents as part of a full review with the University legal team and board members in 2018. These revisions added meaningful steps for the protection of student subjects or any subject who may feel coerced into research participation.

In addition, we replaced the community member position on our IRB with a local community leader, Hakima Payne, who is the executive director of the Uzazi Village in Kansas City. The Uzazi Village is a nonprofit organization focused on increasing maternal and infant health in the urban core and broader Kansas City region. The addition of a community member with experience in approving and monitoring researchers in such a complex and challenging area of health research has been a valuable addition. As student and faculty researchers engage in studies that may involve traditionally marginalized communities, Hakima’s voice has been essential.

These concrete steps — revising internal documents to match the best practices in protection of human subjects and the addition of a board member with a history and specific expertise of community-based research protections, demonstrate Rockhurst’s commitment to both outward-focusing research and meaningful voice and protection for community members.

6.4

Indicate whether community engagement is connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students, and describe what has changed since the last classification. Provide

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relevant links if available.

In 2017 Rockhurst biology faculty members were awarded a grant from the U.S. Department of Education for the Technology and Educators Advancing Missouri Science program. TEAM Science is a collaborative partnership between two public schools, five charter schools, a university and several national, state and local organizations and businesses.

Building on prior efforts spanning over a decade, the current TEAM Science consortium embarked on a two-year program, utilizing a blended-learning environment to provide differentiated, relevant, and engaging professional development for K-6 teachers in the greater Kansas City metropolitan area. All activities were informed by Missouri Learning Standards and Performance Goals, in addition to national standards, and science lesson analysis research conducted by the Biological Sciences Curriculum Study. The impact of global climate change was emphasized within the program's major theme of "Earth as a System."

Since 2013, dissemination efforts have included six national presentations, three regional presentations, and a local conference for area K-6 educators, hosted in the summer of 2016, on the Rockhurst campus.

Kansas City Area Education Research Consortium has conducted an external review of the program for the last five years. They reported the majority of the participating teachers increased the amount of time spent teaching scientific concepts as well as positive changes in both teaching style and depth of content delivery. Both Rockhurst University and the faculty leading the program have also benefitted. Rockhurst has long been recognized as a community leader and programs like this one provide evidence of that leadership. Additionally, participating faculty have a deeper awareness of educational studies and reform movements.

6.5. Does the institution encourage and measure student voter registration and voting?

Yes

6.5.1

Indicate whether the institution encourages and measure student voter registration and voting , and describe the methods for encouraging and measuring student voter registration and voting and what has changed since the last classification. Provide relevant links if available.

Rockhurst does not engage in the monitoring of students' voter registration. There is no Missouri law regarding where college students must register to vote, so students have the option to vote in their home city or state, or to register to vote with their local Rockhurst address.

Though Rockhurst does not engage in the monitoring or measuring of student voter registration or voting, the University does encourage active election participation to our students and community. Our director of student life communicates to students, faculty, and staff, about pending registration deadlines and deadlines to request an absentee ballot. This email also contains important resources, including information from the Missouri Secretary of State and the non-partisan Nonprofit Vote. This email to students also reminds them that it is their choice of where to register if they wish to stay engaged in their "home" communities.

In addition to the efforts of the student life office, the University allows student organizations to take the lead on voter registration. During the weeks leading up to the registration deadline, students from campus organizations table outside on a main campus walkway as well as by the dining hall before dinner. These efforts were from

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both partisan student organizations as well as social justice and community engaged student groups. These efforts are not limited to the period before elections.

Finally, Rockhurst as a member of the Council of Independent Colleges, was excited to join the new "Election Imperatives" project from Tufts University. Moving toward the 2020 election, University leaders hope to implement some of the resources for fostering student engagement in election activity.

6.6

Indicate whether the institution is 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, and describe what has changed since the last classification. Provide relevant links if available.

Rockhurst places a significant emphasis on our students' intellectual development through the examination of social, ethical, and political issues. Inscribed on the bell tower at the heart of campus are the words "You are called by the Society of Jesus to be men and women who reflect upon the reality of the world around you with all its ambiguities, opportunities, and challenges, to discern what is really happening in your life and in the lives of others." At the heart of Rockhurst's mission is to engage students in an assessment and reflection on the most difficult social, political, and ethical questions.

Rockhurst University's Center for Arts and Letters was established in 1989 to support the University's mission of instilling a love of learning and an awareness of moral responsibility in its students by offering events that assist the faculty in accomplishing that mission. These events include a range of cultural offerings — lectures, performances, readings, films, and exhibitions. The center sponsors these programs: the Visiting Scholar Lecture Series, Rockhurst University Theater, Return to the Classics great books discussion, a film series, international exhibitions at the Greenlease Gallery of Contemporary Art, Greenlease Gallery of Religious Art, Plays-in-Progress Workshop, Musica Sacra Chorus and Orchestra, and Rockhurst Chorus and Chamber Singers. All programming from the Center for Arts and Letters is open to the public and promoted to the public through the online calendar and postcards to past attendees. The slate of programming for the 2018-19 calendar included the film series showings of "Inside Job," "A Lego Brickumentary," and "Merchants of Doubt," all introduced by business faculty; Midwest Poets Series readings by four-time National Poetry Slam champion Patricia Smith and Kathryn Nuernberger; and Visiting Scholar Lecture Series presentations from the Rev. David Brown, S.J., speaking on "Faith and Science in the Catholic Tradition," Karla Scott, Ph.D., delivering a lecture on "An Ignatian Pedagogical Approach to Dialogue and Civil Discourse," Cathy O'Neil, Ph.D., speaking on "Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy," and Cardinal Peter Turkson on "The Plight of Refugees in Today's World."

In the past five years, the University has hosted other higher-profile controversial speakers, including former U.S. Secretary of State Condoleezza Rice, Former CIA Director Michael Morell, former U.S. Ambassador Caroline Kennedy, Carlotta Walls LaNier of the Little Rock Nine, columnist Andrew Sullivan, and Astronaut Scott Kelly. In addition, student organizations including Student Senate, VOICES for Justice, and the Black Student Union continue to host their programming with guest speakers or group discussion of controversial subjects.

6.7

Indicate whether your campus has 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, and describe what has changed since the last classification. Provide relevant links if available.

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Risa Stein, Ph.D., professor of psychology, created and executed a design-thinking workshop for 14- to 18-year-old students held on the Rockhurst campus in Aug 28-29, 2015. The workshop was part of an initiative by President Obama regarding creating community solutions around mental health. Kansas City was a lead site in the initiative. Mayor Sly James and Mayor Mark Holland were the local co-sponsors, and Consensus was the project director. At the workshop, students learned in-demand skills and earned community service hours, all while improving their world and developing innovative challenges to the challenges and stigmas of mental illness.

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.

1. Outreach

1.1

What changes to outreach programs and functions (extension programs, training programs, non-credit courses, evaluation support, etc.) that reflect a community engagement partnership approach have taken place since your last classification? Describe three examples of representative outreach programs:

Since the previous classification, Rockhurst University has become more intentional that its outreach programs reflect the mission of the university. For example, in 2013 the University built a partnership with Catholic Charities of Kansas City-St. Joseph, the Full Employment Council, and LISC of Greater Kansas City to create the Prosperity Center for Financial Opportunity. Through the partnership, the Prosperity Center serves community members, faculty, staff, and students by providing financial counseling, employment services, and income supports. While there are still relationships with the partnering organizations, the operations of the Prosperity Center have since become part of the University budget.

In addition to the Prosperity Center, the Rockhurst Community Center maintains its commitment to provide safe, accessible meeting space for neighborhood groups and nonprofit organizations. During the past two years, the Community Center has served approximately 65 distinct community groups each year. In 2018, 64 percent of these groups were identified as a community organization, 24 percent as civic organizations (city, county, elected officials hosting public meetings), and 5 percent neighborhood organizations and neighborhood school alumni groups.

The Prosperity Center and Community Center serve as outreach into the neighboring communities with the intention of demonstrating that Rockhurst is commitment to the life and vitality of the community.

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1.2

What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Provide examples of how these institutional resources are consistent with a community engagement partnership approach.

The overall change with regard to institutional resources and community engagement has been an increase in collaborative efforts. Since the previous classification, the University has faced challenges typical of small, private institutions. However, the commitment to community engagement remained. More departments and offices realized the financial and reciprocal benefits of collaborating with community partners. As a university, engagement become more of a “with others” process than a “for others” process. The Greenlease Library connects with community to provide partnership with the Money Smart program and the College Readiness Dialogues program. The Money Smart outreach event is held in collaboration with the Kansas City Alliance for Economic Inclusion (AEI). The library provides space for the event as well as collects information and provides resources for the group. In 2018, the library opened its doors to the STEAM Studio, a faculty-led and founded nonprofit organization that provides Science, Technology, Arts, and Math activities for elementary and secondary school students. The STEAM Studio Pop-Up offers teacher development for students in the education program and partners with neighborhood schools. During a recent Innovation Fest, high school students visited the STEAM Studio and worked collaboratively to solve a real world issue grounded in the communities along Troost, inspiring students to be engaged citizens in their community. Rockhurst University athletics views community outreach and involvement at the core of its mission. Through the efforts of coaches and student-athletes, the athletics department is able to serve the Kansas City community through camps for elementary and high school students and other service projects. The athletics department and the Office of Community Relations partner to host a community day at the ball game, in which neighbors can attend athletic an event free of charge. The men’s basketball coach sits on the Rockhurst University Neighborhood Committee to glean ideas from neighborhood leaders about how athletics could be more connected in the community. In addition, both the lacrosse and baseball teams developed a partnership with TEAM Impact, by which a child becomes a member of the team from draft day all the way through graduation. The Finucane Service Project introduces the campus community to a diverse set of community partners. The partnerships cultivated allow the University to provide additional community service activities throughout the year such as Service Saturdays and the Martin Luther King Day of Service, which draws students, faculty, staff volunteers into more conversation about social justice with the community partner agency. The University also invites community partners to participate in a interfaith prayer service on MLK Day. Through the Community Work Study program, students are employed by the Rockhurst University work study program but perform work at an area school, youth-serving organization or community service nonprofit agency. Students may work as a tutor helping with homework and basic skills, lead arts and crafts activities, mentor youth in character-building programs, or assist with after-school programming. Long-term partnerships with CWS sites include Operation Breakthrough and Catholic Charities.

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

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following email will be sent to your community partner:

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:

The button below "Add Partner" will prompt 14 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.

Partner #1

Project/Collaboration Title	RU Neighborhood Committee
Organization Name	Troostwood Neighborhood
Point of Contact	
Email	
Phone	
Institutional Partner	Community Relations and Outreach, Public Relations, Dean of Students Office, Office of Security, President's Council
Purpose of this collaboration	Regular, effective communication and relationship building between university and community; proactive identification of shared goals and concerns
Length of Partnership	10 years
Number of faculty involved	
Number of staff involved	6
Number of students involved	2
Grant funding, if relevant	
Impact on the institution	Improves communication with neighbors, and community leaders. Better communication results in better relationships with the community.
Impact on the community	Community receives unfiltered information with regard to University plans and a voice in the future development of the campus.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	

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Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #2

Project/Collaboration Title	Companions in Chillicothe
Organization Name	Chillicothe Correctional Center (CCC); Missouri Department of Corrections
Point of Contact	
Email	
Phone	
Institutional Partner	Criminal Justice, College of Arts & Science faculty, President's Office
Purpose of this collaboration	To provide educational opportunities to the inmates and staff at CCC, offering activities to nourish the mind, body and spirit of our companions in the academic program and to reduce recidivism. To facilitate the opportunity to bring together those students attending classes on campus with those attending classes at CCC.
Length of Partnership	2 years

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Number of faculty involved	4
Number of staff involved	2
Number of students involved	34
Grant funding, if relevant	Laffey-McHugh Foundation, JE Dunn Construction, The Raskob Foundation for Catholic Activities
Impact on the institution	Enhance our Jesuit enterprise of higher education based on the Jesuit philosophy of formation and accompaniment
Impact on the community	To educate those students who may not have the opportunity to attend college, providing the skill set necessary to be successful. Through the education, to build self esteem, reduce recidivism rates of participants and increase their hiring potential.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	

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Email	
Phone	

Partner #3

Project/Collaboration Title	Men's Basketball Mentoring Program
Organization Name	Troost Elementary School
Point of Contact	
Email	
Phone	
Institutional Partner	Athletic Department, Men's Basketball
Purpose of this collaboration	Mentorship and engagement between basketball team members and students at local neighborhood school
Length of Partnership	3 years
Number of faculty involved	
Number of staff involved	3
Number of students involved	20
Grant funding, if relevant	
Impact on the institution	Student-athletes reflect on the impact they can make, the motivation they provide, and the idea of giving back to the neighborhood so close to our university. With team members from all over the country, it has opened their eyes to KC public schools and the importance of great teachers, role models, and people who take their time to care about the students.
Impact on the community	The immediate impact is having our students helping with their education by reading to them and working on spelling, etc. The teachers believe having our guys in the class has been especially important for the young boys, who "need male role models."
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	

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Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #4

Project/Collaboration Title	STEAM Studio
Organization Name	STEAM Studio and Gould Evans Associates
Point of Contact	
Email	
Phone	
Institutional Partner	Education, Enrollment, Graduate & Professional Studies, Art, Math, Biology, Chemistry, Community Relations and Outreach, Center for Service Learning
Purpose of this collaboration	Connect elementary, middle and high school students to STEAM learning opportunities and provide Education students with teaching/learning opportunities
Length of Partnership	5 years
Number of faculty involved	11
Number of staff involved	2
Number of students involved	81

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Grant funding, if relevant	The McGee Foundation - \$50,000 for facility materials and upgrades
Impact on the institution	Community relations, non traditional education methods which align with Jesuit values, engaging ALL youth and families to bring more youth on campus and profesional work environment, solving real world issues, promotion of RU programming
Impact on the community	Breaking down barriers, offering programming for all youth to engage in design thinking and experience freedom in learning. Family members invited to open houses, connection to our neighborhood and issues in our community, and solving them together while supporting our youth's ideas and empowering them.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #5

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Project/Collaboration Title	Southtown Council
Organization Name	Southtown Council
Point of Contact	
Email	
Phone	
Institutional Partner	Facilities, Community Relations and Outreach, Office of Security
Purpose of this collaboration	Serve in leadership role as an institutional partner within our business community area; encourage and cultivate social and economic development opportunities in our community
Length of Partnership	30 years
Number of faculty involved	
Number of staff involved	3
Number of students involved	15
Grant funding, if relevant	
Impact on the institution	Students and community partners engage in service activities together; introduction to Kansas City and Southtown to students; opportunity to connect academic studies to community projects
Impact on the community	Business, neighbors and residents have the opportunity to learn about development projects at the university and lend their input to the process.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	

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Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #6

Project/Collaboration Title	Troost Ave CID
Organization Name	Troost Avenue Community Improvement District
Point of Contact	
Email	
Phone	
Institutional Partner	Facilities, Community Relations and Outreach, Office of Security
Purpose of this collaboration	Serve in a leadership role as an anchor institution along our commercial corridor
Length of Partnership	7 years
Number of faculty involved	
Number of staff involved	2
Number of students involved	
Grant funding, if relevant	
Impact on the institution	Economic development for the surrounding community offers Rockhurst students, faculty, and staff better surroundings for life off campus.
Impact on the community	Encourage and cultivate social and economic development opportunities in our community

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Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #7

Project/Collaboration Title	RU and Kansas City WildLands/Bridging the Gap Service Partnership
Organization Name	Bridging the Gap
Point of Contact	
Email	
Phone	
Institutional Partner	Biology Dept., Center for Service Learning

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Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Purpose of this collaboration	To engage students in environmental learning and programming
Length of Partnership	16 years
Number of faculty involved	3
Number of staff involved	1
Number of students involved	50
Grant funding, if relevant	
Impact on the institution	Community service opportunities students and service learning engagement for faculty
Impact on the community	Environmental Awareness; Natural Community Restoration; Civic Engagement
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	

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Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #8

Project/Collaboration Title	Operation Breakthrough
Organization Name	Operation Breakthrough
Point of Contact	
Email	
Phone	
Institutional Partner	Community Relations, Physical Therapy, School of Business, Influence and Information Analytics, Men's Soccer Team, Alpha Sigma Alpha Sorority, Speech Language Pathology
Purpose of this collaboration	Reinforce commitment to social justice and families in need in our urban core communities
Length of Partnership	20 years
Number of faculty involved	2
Number of staff involved	1
Number of students involved	25
Grant funding, if relevant	
Impact on the institution	This partnership offers opportunities for university students to learn more about physical therapy with children and diverse populations and to utilize their accounting skills to help families with tax prep. OB also partners as a prominent site for community work study and community service activities.
Impact on the community	Children gain an additional caring adult mentor in their lives when our students build relationships with them. Students involved in tax prep work directly with family advocates at OB. Children ages infant to 5 years old who could benefit from physical therapy or other health-related issues are identified early in their lives. Student volunteers and faculty offer their learning and expertise and service to augment existing programs. Students also join the philanthropic and civic engagement arm of OB Network Young Professional Group.
Project/Collaboration Title	
Organisation Name	

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Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #9

Project/Collaboration Title	Leftovers with Love
Organization Name	Bishop Sullivan Center
Point of Contact	
Email	
Phone	
Institutional Partner	Mission and Ministry, Campus Ministry
Purpose of this collaboration	Connect students to service in community and service leadership opportunities via Leftovers with Love program, Bishop Sullivan Summer Internship, and Serve.Learn.Earn.
Length of Partnership	11 years

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Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Number of faculty involved	
Number of staff involved	1
Number of students involved	30
Grant funding, if relevant	
Impact on the institution	Invites students to be for and with others, reduces food waste, provides scholarship money for students' tuition and service-immersion expenses
Impact on the community	Provides KC food insecure population with food and companionship, provide KC non-profits with "free" labor during the summer.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	

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Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Email	
Phone	

Partner #10

Project/Collaboration Title	Saint Francis Xavier Church
Organization Name	Saint Francis Xavier Church
Point of Contact	
Email	
Phone	
Institutional Partner	Mission and Ministry, Campus Ministry, Community Relations, Office of Security, Food Justice Working Group
Purpose of this collaboration	Cultivate long-term relationship with our parish; Ignatian Family Teach-In; catechism classes in rural and immigrant communities; food justice partnership; Soup & Spirituality program
Length of Partnership	107 years
Number of faculty involved	5
Number of staff involved	5
Number of students involved	300
Grant funding, if relevant	
Impact on the institution	The partnership with St. Francis Xavier exemplifies the Jesuit mission of the University. From the weekly Student Mass, to the annual Mass of the Holy Spirit, St. Francis Xavier opens its doors for Rockhurst Community.
Impact on the community	St. Francis Xavier utilizes Rockhurst students, faculty, and staff in the social ministries programs. Students donate meal points to be given in cash to support the Christmas Food Basket Program.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	

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Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #11

Project/Collaboration Title	Prosperity Center for Financial Opportunity
Organization Name	United Way of Greater Kansas City, Local Initiative Support Coporation (LISC)
Point of Contact	
Email	
Phone	
Institutional Partner	Finance Office, Community Relations, President's Office
Purpose of this collaboration	Provides bundled services focused on employment placement, career improvement, financial education and coaching and public benefits access.
Length of Partnership	5 years
Number of faculty involved	
Number of staff involved	3
Number of students involved	1
Grant funding, if relevant	Frank & Margaret McGee Fund, KCPL, NASB, US Bank

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Impact on the institution	Physical representation of Rockhurst University's mission and core values.
Impact on the community	Comprehensive services focused on improving the economic quality of life for the Greater Kansas City Community.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #12

Project/Collaboration Title	Money Smart Week
Organization Name	Kansas City Alliance for Economic Inclusion

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Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Point of Contact	
Email	
Phone	
Institutional Partner	Greenlease Library
Purpose of this collaboration	The goal of the Rockhurst event is to engage the area community and students in a question and answer program to promote financial capability and economic mobility for low-and-moderate income families.
Length of Partnership	8 years
Number of faculty involved	
Number of staff involved	4
Number of students involved	106
Grant funding, if relevant	
Impact on the institution	This partnership offers the institution the opportunity to participate in a larger community event while preparing attendees to make informed choices for their financial futures.
Impact on the community	The library provides information and links for groups that can help community members with a wide range of topics in a Money Smart online guide and provides handouts from the Consumer Financial Protection Bureau to the attendees.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	

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Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #13

Project/Collaboration Title	Priest Leadership Formation Program
Organization Name	Diocese of Kansas City-St. Joseph
Point of Contact	
Email	
Phone	
Institutional Partner	College of Business, Influence, and Information Analysis
Purpose of this collaboration	To provide business management curriculum for priests who manage parishes and churches
Length of Partnership	4 years
Number of faculty involved	4
Number of staff involved	
Number of students involved	6
Grant funding, if relevant	\$10,000 - JE Dunn Construction
Impact on the institution	Strengthens the relationship with the Diocese of Kansas City- St. Joseph
Impact on the community	Develops skills of clergy to handle the non-religious portions of their jobs.
Project/Collaboration Title	
Organisation Name	

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Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #14

Project/Collaboration Title	Engineering Academic Partnership
Organization Name	University of Missouri Kansas City
Point of Contact	
Email	
Phone	
Institutional Partner	College of Health and Human Services
Purpose of this collaboration	To provide oversight and management of curriculum in both institutions for a cohesive, consistent academic program
Length of Partnership	7 years

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Number of faculty involved	5
Number of staff involved	2
Number of students involved	58
Grant funding, if relevant	
Impact on the institution	Strengthens relationship between the 2 institutions; enhances student degrees by providing engineering expertise from UMKC and core mission values from Rockhurst program
Impact on the community	The Kansas City area is home to several engineering firms which needs well trained employees. This program trains engineers capable of creating a better Kansas City.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	

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Submitted by Rockhurst University on 2/26/2019. Last modified on 7/19/2020.

Email	
Phone	

Partner #15

Project/Collaboration Title	Nursing Program
Organization Name	Research College of Nursing
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Research College and Rockhurst partner to form a learning community committed to nursing education. Teaching excellence and scholarly activities are valued as a means to enhance the nursing profession.
Length of Partnership	40 years
Number of faculty involved	24
Number of staff involved	
Number of students involved	69
Grant funding, if relevant	
Impact on the institution	The partnership with Research College of Nursing has led to the creation of the University Neighborhood Health Clinic that serves university and neighborhood community.
Impact on the community	Research College of Nursing/Rockhurst graduates provide the Kansas City area with a qualified pool of nurses to serve in area hospitals.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	

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Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

2.2

In comparing the "partnership grid" from your previous application/classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

In comparing the 2010 partnership grid to the 2019 grid, there are a few observations worth noting that tie to the core values of magis, meaning "more," and cura personalis, meaning "care of the whole person." The University has sought to enter into more intentional and reciprocal partnerships.

The 2019 grid demonstrates the University's intentional efforts to create, build, and maintain institution to institution partnerships. The focus energy on these partnerships have led to the creation of integrated public and private spaces on campus. With the creation of the new North Parking Garage, Rockhurst has brought the Neighborhood Walk-In and Family Care Clinic, the Prosperity Center for Financial Opportunity and the Truman Presidential Library Institute to the commercial corridor. In addition, the University has strengthened academic and civic partnership ties with the neighboring University of Missouri-Kansas City through the development of an engineering program partnership and the on-going relationship building through the Rockhurst University Neighborhood Committee.

The grid also reflects continued community engagement in the realm of community development. The Rockhurst University Neighborhood Committee was instrumental in the design and development of the aforementioned North Parking Garage. Working together, the committee was able to bring the vision of a community-friendly, environmentally sustainable parking garage on the area's main business corridor to life. The committee continues to work to create strategic shared goals for the community. As an anchor institution of the Troost Corridor, Rockhurst support for the Troost Community Improvement District was instrumental in continual community improvements and economic development in the area.

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In addition, Rockhurst maintains a commitment to the youth in the community. While the Hogan Institute and the RU College Bound programs ran their term, the experience granted us opportunities to consider partnerships with organizations that developed either “college inspirational” or college readiness programs. Such partnerships include the Hurtado Scholars, an academic tutoring and mentoring experience for middle school boys who plan to matriculate to Rockhurst High School; STEAM Studio, which provides science, technology, engineering, arts and math experiences for elementary and high school students; and the men’s basketball team’s mentorship and tutoring with Troost Elementary School. In short, the idea is to connect with partners to provide youth with opportunities to experience University campus life and to develop relationships with Rockhurst students, faculty, and staff who participate in those programs. As the University consider partners, leaders look to youth-serving agencies who have established relationships with youths and connect them to naturally intersecting University faculty, staff and/or student programs.

Furthering the Jesuit, Catholic identity and connection with the diocese and St. Francis Xavier Church, Kansas City’s only Jesuit parish. The University reaches out to develop deeper educational connection with the diocese through the Priest Leadership Formation program, a leadership course offered to diocesan priests by the Helzberg School of Management. Rockhurst, St. Francis Xavier social ministries, and the Prosperity Center are partnering to create an on-campus food pantry and referral service, as part of a more comprehensive approach to food justice on campus.

2.3

What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

Rockhurst has taken several steps to deepen and improve partnership practice and relationships. The first and most vital step taken was to empower offices and departments to be “companions.” The shift in language improved partnerships by calling for reciprocity and not one-way engagement. Faculty, staff, and students engaged in community understand their role as journeying with others not simply doing for others.

The Center for Service Learning and Office of Community Relations and Outreach provided a workshop for partner organizations and potential partners titled “Building Collaborative Partnerships.” The workshop focused on sharing information about the culture of Rockhurst to establish a framework for how some partnerships and collaborations may intersect naturally. For example, if an organization wants to connect with classes during the summertime, it may not be the best fit since the University offers few on-campus classes during the summer session. The workshop leaders discussed best ways to navigate the University when looking to connect with faculty or staff for service-learning collaborations, internship and job announcements, connecting with student organizations, etc. During that conversation, participants self-identified the type of partnership they perceive to have with Rockhurst. The partnerships types ranged from Level 1 (limited awareness of each other) to Level 5 (collaboration based on risk and resource sharing) with workshop participants. The workshop offered a great opportunity for both the community partners and Rockhurst to discover how to develop stronger partnerships.

The Rockhurst University Neighborhood Committee has been a strong source for gathering community perspective on projects and events being led by the University. For example, the RUNC’s voice was instrumental in the development of the new Rock Row student apartments. Community perspective informed the buildings’ façade, parking element, and other exterior accoutrements as well as programmatic aspects such as marketing the residences to student leaders. The RUNC also serves as a sounding board and venue to learn about new capital development projects happening along of commercial corridor and within the neighborhood.

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Additionally, the RUNC has listened and given input to the committees and city planners working on the Midtown Plaza Area Plan and the Waldo Country Club Area Plan. Both area plan districts abut or encapsulate Rockhurst's geographical boundaries.

2.4

How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

Partnerships are assessed by the departments or programs involved in the partnership. Institutional partnerships are assessed through partnership meetings and mutual assessment of program outcomes and benefits. Program-level partnerships are assessed through survey feedback and annual review.

The Center for Service Learning and Office of Community Relations and Outreach administer a community partner survey. The survey administered to community partners provides the offices with information such as how the interaction influences the organization's capacity to fulfill its mission, what challenges organizations face during the collaboration, what economic impact comes from the collaboration, how the interaction affected their awareness of Rockhurst, how satisfied were they with the overall interaction, how they were able to influence the University, and what they liked or would change about the experience. Community partners evaluated the level of partnership and engagement with the University. In this survey, they also shared their experience working with both faculty and students. Community partners indicated the type of partnership activities (i.e. community service or service learning.)

In addition to the input of community partners, the Center for Service Learning administered a survey to students to ascertain how they would like to engage in service with community partners. From this survey the center learned about the types of service activities students would most likely gravitate to, how students would like to participate in service (i.e. group service activities), and what may hinder a student from participating in service (i.e. lack of reliable transportation.)

Feedback from the community partner survey and student survey are aggregated to determine the strength of the partnership and if any corrective action or improvements are required.

The Community Center conducts a survey of patrons who utilize the facility to evaluate if the space is meeting their needs and maintaining its mission. This survey was administered to 108 patrons; the response rate was 31 percent. Ninety-four percent of respondents reported being satisfied or very satisfied with the Community Center overall (i.e. conference room and availability.) Respondents also reported the Community Center as being "clean," "comfortable," and meeting the needs of the nonprofit organization "to host a professional meeting."

2.5

Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Rockhurst University's community engagement continues to grow and transform. Some programs started with individual departments reaching out into the community to make connections. Now the University acts with strategic direction, keeping in mind its commitment as a place-based institution that celebrates its Jesuit mission and heritage through community engagement and partnerships.

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Rockhurst is entering the second year of its current five-year strategic plan "Go Forth," Pillar 2 of which calls the University to deeply infuse its mission by becoming a leader in social justice thought and practice. The challenge to the campus community is to engage in thoughtful conversation about partnership development that will move the institution toward meaningful, collaborative community engagement processes.

As part of the movement, the University directed a strategic realignment of professional departments, which included the Center for Service Learning, Office of Community Relations and Outreach, the Office of Campus Ministry, and the Office of Mission and Ministry to create new Division of Mission and Ministry. This thoughtful, strategic organizational realignment will drive existing and new synergies for civic engagement and service being produced through the University.

Additionally, in cultivating relationships through the Companions in Chillicothe prison education program with the Missouri Department of Corrections, Rockhurst faculty address social justice issues related to incarceration by providing academic and developmental opportunities for inmates as well as for prison guards and other correctional facility employees. This relationship also provides as a developmental opportunity for faculty.

As noted in the partnership grid, many of the partnership activities are not dependent on grant funding. Over time, some of these programs have become integrated into the University's fiscal operating budget process. The University's Office of Advancement often connects with individuals and philanthropic funding agencies to ascertain how to gain new funding mechanisms to create or sustain mission-driven outreach and partnership activities.

Reflection and Additional Information

(Optional)

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

Committee members offered a number of insights upon completing the Carnegie Community Engagement Classification application. First, the committee was overwhelmed by the holistic view of community engagement efforts of the University. One committee member said, "Most of us experience these initiatives one at a time, so to get a full view of everything proved how much is being done across departments." Another committee member was grateful for the opportunity to learn about community engagement efforts of other departments across the University. In turn, this led to a discussion of potential steps moving forward to promote community engagement as a fundamental part of the Rockhurst University experience.

Secondly, the committee was struck by the importance of documentation and institutional memory. The committee recommended the creation of a shared resource to collect data related to community engagement. Members noted that the data gathered would be useful for the next Quality Assurance Argument, a step in the reaccreditation process for the Higher Learning Commission.

Finally, the committee expressed appreciation for the University's commitment to its mission. One committee member said that despite of changes to organization of various staff or academic divisions or departments, community engagement has remained a steadfast aspect of student learning, faculty teaching, and campus-wide living.

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(Optional)

Please use this space to describe any additional changes since your last classification not captured in previous questions.

The 2018-2019 academic year brought many changes to the University structure. The structural changes included shifting academic department to new schools and the creation of a new college. The Helzberg School of Management was a standalone college within the University. It now falls under the College of Business, Influence, and Information Analysis, which includes mathematics, communication and political science. During this academic year, the college is establishing new policies that reflect the new realities. In Foundational Indicators section 5 Faculty Roles and Rewards, documents from Helzberg School of Management were used as the College of Business, Influence, and Information Analysis are not yet complete.

(Optional)

Please provide any suggestions or comments you may have on the documentation process and online data collection.

-- empty or did not respond --

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 at Brown University, and for other higher education researchers as well.

Survey responses will be made available for research purposes only if the community partner provides consent.

In no case will responses be shared that identify the community partner or the campus - all research will honor anonymity.

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, neither I nor my community partner organization nor the campus I partner with will be disclosed.

Yes

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree my identity or the identity of my community partner organization may be revealed.

No