

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Slippery Rock University on 8/15/2018. Last modified on 7/19/2020.

Application Deadline

April 15th, 11:59pm EST

Data Provided

The data provided in the application should reflect the most recent academic year. Since universities will be completing the application in the 2019 academic year, data should reflect evidence from AY 2018. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

Use of Data

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

Community Engagement Definition

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

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

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

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

Applicant's Contact Information

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

Title

Institution

Slippery Rock University

Mailing Address 1

Mailing Address 2

City

Slippery Rock

State

Pennsylvania

Zip Code

Phone Number

Full Name of Institution's President/Chancellor

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President/Chancellor's Mailing Address

President/Chancellor's Email Address

I. Campus and Community Context

A. Campus:

Provide a description of your university 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 university. Please specify here if you are applying for a specific campus or campuses of your university. You may want to include descriptors of special type (regional, metropolitan, multi-campus, faith-based, etc.), size (undergraduate and post-graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may wish to refer to widening participation strategies; NCEHE data on student equity; Engagement and Impact Assessment Data; SAGE/Athena SWAN data; Aboriginal and Torres Strait Islander education and employment data as example sources.

Slippery Rock University's inextricable link to the central Western Pennsylvania community is grounded in the institution's conception and creation. Early settlers of our local communities, primarily of Scotch-Irish descent, "recognized the family, the school, and the church as the great agencies in the development of the child into a worthy member of the social and political structure of the nation which had been founded." In the mid-1800s, the Slippery Rock community united toward the creation of an institution of higher education as a "duty to the community and to their children" and prioritized a normal school "better suited to the needs of the community." In 1889, Slippery Rock State Normal School was conceived, fundraised, and constructed by residents and surrounding communities.

Through the institution's evolution - from Slippery Rock State Normal School (1889) to Slippery Rock State Teachers College (1926) to Slippery Rock State College (1960) to present day Slippery Rock University (1983) - the sense of interconnectedness and duty to the betterment of our local and regional communities remains. When our institution achieved university status, Slippery Rock University (SRU) became a member of the Pennsylvania State System of Higher Education (PASSHE). PASSHE leverages higher education for the growth and sustainability of the Commonwealth through the empowerment of educated citizens and economic impact. SRU is the only public 4-year institution within a 35-mile radius. Thus, SRU plays a vital role in the economic, social, and cultural ecosystems of Western Pennsylvania.

SRU is located in Slippery Rock Borough in rural northern Butler County, approximately one-hour north of the City of Pittsburgh. Our rural setting and PASSHE-aligned values are reflected in SRU student enrollment. In Fall 2017, Slippery Rock University enrolled 8,895 students. Full-time enrollment accounted for 7,676 (86.3%) of total; 7,125 undergraduate, 551 graduate. Of total enrollment, over half (4,559 students) are residents of five central Western Pennsylvania counties: Allegheny, Beaver, Butler, Lawrence, & Mercer.

In a region heavily shaped by the steel industry and its decline, SRU students' priority towards pre-professional preparation is reflected in enrollments by major. While SRU provides a broad academic offering, the highest

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major enrollments in each of our four colleges (Health, Environment, & Sciences; Business; Education; and Liberal Arts) are Exercise & Rehabilitative Science, Business, Special Education, and Criminology/Criminal Justice, respectively.

The demographics of students served by SRU enhance the diversity of the borough and county. In Fall 2017, SRU enrolled 891 out-of-state residents and 100 international students. The same semester, the student profile included: 85.85% White, non-Hispanic; 4.80% Black, non-Hispanic; 3.56% Two or More Ethnicities; 2.24% Hispanic; 1.26% Unknown; and less than 1% each Asian, American Indian, and Pacific Islanders. Regarding need, 33.3% of undergraduate students were Pell Eligible and approximately 85% of students received financial support.

As Slippery Rock University begins a new chapter with the inauguration of President William Behre in Fall 2018, our leadership prioritizes “the educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities” that we engage.

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 (regional, urban, 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.

“We live in Steel Country,” SRU’s President Behre proclaimed at his Inauguration. “As you know, steel is an alloy. Its elasticity and ductility make it an amazingly versatile metal . . . And that is its real strength: it can be used to suit many needs.” The past 150 years of Western Pennsylvania have been crafted by our communities’ responses to the rise and fall of the steel industry and the ability to reformulate our “alloy” - education, policy, industry - to adapt to current and future, local and global needs.

Slippery Rock University resides in Slippery Rock Borough, a community of 3,588 permanent residents in northwestern Butler County. Residency inflates to over 10,000 during the academic year, and the dominant student culture is reflected in community data. Rates of poverty are higher (33.4%) and median incomes lower (\$40,118) in Slippery Rock Borough, as compared to county averages. When compared to broader Butler County, poverty is nearly 4 times the average in Slippery Rock and median income is only 60% of our neighbors.

Politically, the Borough displays no strong party affiliation in general elections. The student voting population’s progressive leanings play a major role in the political split, though the impact lessens in midterms, special, and local elections where participation dips. Permanent residents align with Butler County conservative leanings, reflected in our local officials. Slippery Rock’s current mayor is the youngest elected in our history (27 years at election) and an SRU alum.

Butler County is unique within the region as a landslide red county in a region where most counties straddle both parties - save firmly blue Allegheny County, home to Pittsburgh. From 1996 to 2016, GOP affiliation growth was fourth highest of 67 Pennsylvania counties. While complex, this growth reflects desired and achieved economic recovery after the collapse of the steel industry. Butler’s remaining manufacturing industries - AK Steel is the county’s fourth largest employer - likely connected to a 2016 presidential election that promised the revitalization of the manufacturing industry. The shift is also a result of rapid population and wealth expansion in Cranberry Township, a bedroom community of Pittsburgh. The doubling of population in 20 years and on-going commercial growth bolstered Cranberry’s median annual household income to over

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\$103,000 and reduced the poverty rate to 2.5%.

Beyond Butler County, SRU also engages heavily with New Castle, PA and Pittsburgh, PA. Currently, New Castle's largest employers are government and healthcare, making New Castle highly dependent on external funding in a state that faced a \$3 billion structural deficit in 2017. Conversely, Pittsburgh diversified its industries to include education, medicine, and technology by leveraging each to enhance the others. For example, the University of Pittsburgh Medical Center has benefitted from the extensive research produced by the University of Pittsburgh and other area universities. Benefit, however, is not equitable across the metropolitan area and has reinforced wealth disparities and exacerbated gentrification within the city and across the region.

II Foundational Indicators

Complete all questions in this section.

A. Institutional Identity and Culture:

A.1 Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

A.1.1 Quote the mission or vision:

Slippery Rock University Vision

Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.

Slippery Rock University Mission

The fundamental educational mission of Slippery Rock University (SRU) is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success.

Complementary missions are to engage in scholarly activity and professional service.

SRU is committed to serving a diverse student body and empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities. Thereby SRU addresses the educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities served by the university.

In pursuit of SRU's educational purpose, talented faculty and staff provide creative integrated curricula and experiences that are connected to the world in which graduates will work and live. Students are taught using powerful and engaging pedagogies in appropriate learning spaces employing state-of-the-art technology. They study in an open, caring, nurturing, and friendly environment, and live in a safe community with access to high-quality student services. SRU strives to be a best-value institution with an affordable cost and substantial student financial support.

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

Yes

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

Since 2004, the annual Rising Star Awards recognize individual students, student organizations, faculty or staff members that have exemplified leadership development. They encompass 16 awards in 4 categories of which two (2) awards are specifically related to community service. The Student Community Service Award is presented to a student who has made an impact on an organization, community or agency serving as a positive role model and has boosted courage, spirit, and hope in other individuals. The Rising Star Service Event Award recognizes an event organized for the purpose of increasing the knowledge of and opportunity to participate in community service at Slippery Rock University.

Since 2017 SRU has recognized students, faculty/staff, and community partners through its annual President's Awards for Civic Engagement. Campus-wide nominations are solicited by the University President in three award categories: Student Civic Leadership Award, Civic Engagement Ambassador Award, and a Community Partner Award. An integrated review committee of faculty/staff, students, and community partners select finalists in each award category and forward the finalists to the President for the award determinations. Honorees are recognized through a congratulatory letter from the president, campus media coverage, and an awards luncheon and ceremony held at the president's residence each April.

The Past Alumni Presidents' Service Award, the Distinguished Alumni Award, and Recent Alumni Award given by the SRU Alumni Association, are designed to recognize extraordinary service through the achievements of individuals working on behalf of the Alumni Association to advance the mission of the University. Since 1987, volunteer activities and long-term involvement both in home communities as well as the university have been important criteria for selection of award recipients.

The Academic Honors and Student Leadership Convocation is an annual spring event that kicks off SRU's Celebration of Excellence - a variety of events and activities highlighting student achievement. The Convocation recognizes students' hard work, service-learning contributions, athletic excellence, extracurricular leadership, and academic achievements.

Numerous student community engagement projects are also represented and acknowledged at the annual SRU Symposium for Student Research, Scholarship, and Creative Achievement. This annual April event is a campus-wide forum to publicly share student research and scholarship emerging from a class assignment or project, off-campus projects or internships, student/faculty collaborative research, independent student research, or the work of co-curricular student organizations. Projects are presented in multiple formats including poster presentations, oral presentations, music, and art exhibits.

In fall 2018 SRU's new president and spouse, William and Leah Behre, established the SRU Service Leadership Award designed to offer service-based scholarships for under-represented first-year students. The scholarship will support students in the new SRU Bonner Leader program that is currently in development and will officially launch with the first 5-member Bonner Leader student cohort in fall 2019. The program will provide \$5,000 support annually per Bonner Leader, with \$3,000 as part of the Service Leadership Award and an additional \$2,000 in Federal Work Study.

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B. Institutional Assessment

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

Yes

B.1.1 Describe the mechanisms for systematic assessment:

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

The Office for Community-Engaged Learning (OCEL) utilizes its Promoting Effective Partnerships (PEP) survey as an on-going mechanism for systematically assessing community perceptions of community service and service-learning efforts at SRU. The PEP survey specifically assesses community perceptions regarding a sense of inclusion, reciprocity, communication/dissemination of those findings, and acknowledgements of engagement efforts. Integrated with SRU's Org Sync service management platform (entitled CORE), the OCEL administers the PEP survey each May to all community partners with online CORE portals who have actively posted co-curricular volunteer and service opportunities throughout the year. A service-learning version of the PEP is also integrated into the process of faculty applications for service-learning course operating funds (\$300 mini-grants) each semester. Each individual course application requires the identification of service-learning community partners in order to be approved for funding, whereby OCEL staff administer the Promoting Effective Service-Learning Partnerships (PESLP) survey to all identified community partners associated with each service-learning course at the end of the semester.

Other institutional mechanisms and strategies include an on-going Open Forum segment as part of the Council of Trustees quarterly meetings whereby community voices and perspectives can be present and shared. Numerous SRU representatives, including members of the executive leadership are active members of the Slippery Rock Rotary, the 79/80 (Interstate) partnership, and the Butler Chamber of Commerce. The Slippery Rock Development committee has been a long-term partnership between members of the campus and community whose original purpose years ago was leading the Slippery Rock downtown revitalization. Currently the Slippery Rock Development committee focuses on community efforts that have included Slippery Rock in Bloom and coordinating the annual fall VillageFest celebration.

One historic and long-standing programmatic commitment and strategy for hearing and engaging with community perspectives is through the Leadership Butler County (LBC) program. Begun 25 years ago LBC remains a distinctive, nine-month program, which educates class members on various local issues and topics. A special strength of this program, which seeks individuals who represent a cross-section of the Butler County community, is the diversity of its class members. Each year, the class consists of individuals from the private, public and non-profit sectors. These men and women are active in business, labor, education, the professions,

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the arts, religion, human services, health care and other backgrounds. Since 1995, 15 SRU managers have gone through the program, and since 2008 there has been a consistent SRU manager participating every year. The SRU President's Office not only sponsors two on-campus sessions for the program, it also pays for 100% of the registration for SRU employees as well as allows for work time to be utilized for the program. Lynne Motyl, SRU's Director of Human Resources, has served as Chair and member of the Board of Directors since 2010. While somewhat less structured than a formal assessment mechanism for data collection, participation and sponsorship of Leadership Butler County constitutes a historic, long-standing commitment on the part of SRU to involve its employees in on-going engagement with members from surrounding communities in Butler County.

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

Yes

B.2.1 Describe how the data is used:

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

Aggregate findings of community partner feedback from the Office for Community-Engaged Learning's (OCEL) Promoting Effective Partnerships (PEP) and Promoting Effective Service-Learning Partnerships (PESLP) surveys are compiled and used to both inform broader institutional practices as well as guide the OCEL's work supporting service-learning and community/campus partnerships. For example, 71% of respondents in the most recent cycle of the PEP (May 2018) and 88% of respondents in the most recent cycle of the PESLP (December 2018) indicated positive community perceptions regarding beneficial outcomes for their organization and community through engagement with SRU. Additionally, 80% of respondents in the PEP and 66.7% in the PESLP surveys associated reciprocity with specific actions taken by faculty/staff and students. However, only 42% of those same respondents associated reciprocity with larger campus efforts of recognition, feedback mechanisms, or broader community engagement planning efforts or initiatives. These findings indicate that while many of our community collaborators experience positive, reciprocal benefits and recognition from engagement with particular individuals within the institution, there remain additional opportunities for the development of larger campus-wide efforts for planning, engagement, and recognition.

SRU has made significant progress in more formally recognizing community partners, at the institutional level such as through the development and launch in 2017 of the annual President's Awards for Civic Engagement with a community partner award category. Institutional opportunities for deeper planning and engagement with community-based organizations and representatives are being bolstered even further with the forthcoming launch in fall 2019 of the new SRU Bonner Leader program as well as the recent decision by President William Behre to establish a new satellite Center for Community Partnerships in the nearby community of Butler where strong community engagement initiatives and connections with SRU already exist.

While these initiatives reflect some of the particular civic commitments and interests that Dr. Behre brings to SRU as a result of his new presidency, the PEP and PESLP findings emphasize that we need to leverage these initiatives to build additional assessment mechanisms, strategies, and processes for continuous and consistent

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community voice as we move forward. Those insights have informed recently approved proposals to establish incentives for place-based mini-grants that will require joint applications between SRU and Butler-based community representatives, as well as a new Engaged Departments grant program that will also promote place-based engagement while attending to institutionalization of reciprocal commitments and practices among participating teams. The particular structure and strategies behind these incentives and programs have been informed by our assessment findings and designed to ensure that community voice shapes our activities, and informs our individual, departmental, and institutional practices in these new endeavors.

C. Institutional Communication:

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

Yes

C.1.1 Describe the materials that emphasize community engagement:

Slippery Rock University emphasizes community engagement through various published and online marketing materials. The following are a few examples of how SRU promotes community engagement.

Online Promotion:

- The Slippery Rock University Music Department engages with the community by collaborating with the community with a wide variety of performances, educational workshops and classes to the region. Additionally, the Music Department provides an on-site music therapy clinic that engages student music therapy services with clients in the surrounding community. The music therapy clinic has state-of-the-art recording equipment, a one-way mirror & observation room, and a variety of instruments that are utilized during clinic sessions. The following URL link highlights the SRU Department of Music, <http://www.sru.edu/academics/colleges-and-departments/cla/departments/music/community-engagement>

- The Office for Community-Engaged Learning (OCEL) leverages service-learning and community engagement as powerful pedagogies to transform the intellectual, social, and leadership capacities of students to serve the common good and work toward the betterment of self and society. The OCEL aspires to create a community of premier thought leaders dedicated to catalyzing personal and social transformation that promotes realization of thriving communities within a more inclusive and just democratic society.

The OCEL supports transformational experiences in both curricular and co-curricular community engagement opportunities for diverse campus constituents in partnership with local community organizations. Students, faculty, staff, alumni, and community partners come together through the OCEL to create connections and opportunities to give and grow through learning and experience, and to build communities that thrive. The following URL link highlights the Office of Community Engaged Learning, <http://www.sru.edu/offices/community-engaged-learning>

- The Philanthropy and Nonprofit Management Interdisciplinary Program is the only Pennsylvania undergraduate program of its kind. This program prepares students to be advocates for positive social change.

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Students will complete hands-on projects for and networking with regional nonprofits; additionally students will learn through related co-curricular experiences.

The following URL link highlights the Philanthropy and Non-profit Management Interdisciplinary Studies Program, <http://www.sru.edu/academics/majors-and-minors/philanthropy-and-nonprofit-management>

Community engagement is promoted in published materials in the following brochures and guides for accepted/prospective students:

- Successful Learning—A Guide to Your First Year highlights community engaged learning with a section devoted to the Office for Community Engaged Learning and how this office provides multiple opportunities to build civic leadership and facilitate critical reflection.
- Parent Resource Guide highlights community engagement and how students have many civic leadership opportunities through service leadership coordination, alternative break community ambassadors and experiential learning facilitators.
- Building Monumental Futures brochure discusses a broad overview of how SRU works with communities that are local and abroad to provide students with opportunities to build their future.
- Honors College brochure states in its mission how important it is to develop students in and out of the classroom to promote advancement of the community and University.
- Building Monumental Futures brochure highlights the foundation of a successful life is comprised of intellectual development, leadership and civic responsibility, all part of the community engagement continuum. Additionally, it highlights opportunities for students that focus on community engagement with local communities or abroad.

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

Yes

C.2.1 Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

Below is a comprehensive list of engagement activities presented by and to the Slippery Rock University executive leadership; these activities explicitly promoted community engagement within the past year. As you will review in the following bullets, Slippery Rock University is undergoing a true transformation with a focus on community engagement. Most recently the university's newly inaugurated President, Dr. William Behre, stressed his presidential priority for community engagement by introducing and committing the university with a new Service Leadership Award.

- January & May 2017 – Associate Provost for Transformational Experiences, Dr. Bradley Wilson personally attended and spoke to the growing importance of service-learning as a high impact practice within our institutional strategic plan for faculty participants of the workshops “How to Successfully Design and Implement Academic Service-Learning.”
- April 2017 – Associate Provost for Transformational Experiences, Dr. Bradley Wilson and Provost Philip Way

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invited and funded the visit of Dr. Kevin Kesckes from Portland State University for a full-day workshop and engagement with SRU students, staff, and faculty.

- October 2017— College of Business Dean Lawrence Shao invited Jeffrey Rathlef, Director for Community-Engaged Learning, to present at a college-wide meeting focusing on service-learning support and resources at the university.

- February/March 2018 - Interim President Philip Way issued a campus-wide call for nominations for the inaugural President's Awards for Civic Engagement and hosts award winners and guests at a celebratory lunch and award ceremony at the President's Residence.

- April 2018—Carnegie Classification Committee members presented at university college meetings regarding community engagement and service learning.

- August 24, 2018 - Interim President Way addressed new students of the Honors College emphasizing the importance of service-learning as a way to connect with communities and gain knowledge and skills for career and life success.

- October 9, 2018 - President William J. Behre personally introduced Dwight G. Giles - our keynote speaker for SRU's professional development day, "Educating citizens for the Public Good: Enhancing Learning through Community and Civic Engagement." President Behre spoke to his own involvement with service-learning and stressed its importance for Slippery Rock University.

- November 9, 2018 - President William J. Behre's inauguration speech emphasized community engagement as a presidential priority and announced the "SRU Service Leadership Award" endowed by Dr. Behre and his wife Leah Ingram.

- 2018-19 Academic and Student Affairs Executive Council (ASAEC) meetings—The Carnegie Classification Committee was invited to provide executive leadership updates and discuss how they can be of assistance in transforming to a more community engaged campus.

- March 25, 2019 - The Carnegie Classification Committee and Advisory Board, as an integrated team, presented to the President's Council on findings from the Carnegie Self Study and a proposed revision to Strategic Goal 9, which addressed community engagement. The revision was unanimously approved.

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

Yes

C.3.1 Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

Begun in 2014, the Slippery Rock University strategic plan outlines nine (9) strategic goal areas, of which two (2) specifically relate to and encompass community engagement as both a strategy and outcome. These include:

GOAL 3: Fuel learning with powerful pedagogies and transformational experiences.

SUB-GOAL 3.1: Powerful Pedagogies - Use evidence-based teaching practices to increase student engagement in learning in and out of the classroom.

IMPLEMENTATION STRATEGIES:

-Students will participate in instructional activities that emphasize higher order thinking skills such as application, analysis, synthesis and judgment. -Students will participate in active and collaborative learning activities that foster the development of lifelong learning skills such as solving real-life problems with peers and interacting and learning from others with diverse backgrounds.

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- Students will interact in meaningful ways with teachers inside and outside of the classroom.
- Students will participate in instructional activities that promote positive interpersonal relations across a variety of domains.
- Students will demonstrate clear understanding of different pedagogical approaches and their value.
- Faculty and others engaged in teaching will communicate to students the value of different pedagogical approaches.
- The campus community will recognize and reward good work in different forms of powerful pedagogies.

SUB-GOAL 3.2: Transformational Experiences - Increase student involvement in credit and noncredit high-impact learning activities.

IMPLEMENTATION STRATEGIES:

- Students will participate in active learning experiences that are recognized as having a “high-impact” on student learning and retention: first-year experiences, learning communities, writing intensive courses, undergraduate research, collaborative projects, diversity/global learning, experiential/service-learning, undergraduate research, internships, and capstone courses and projects.
- Faculty members will be encouraged to develop high-impact learning activities through appropriate incentives (e.g. faculty learning communities, new classrooms, release time, new technologies, awards and recognition).
- Students will develop the skills and abilities needed to learn in complex, student-centered learning environments.
- Students will develop the skills and abilities needed to succeed after graduation.
- Faculty will employ instructional practices that intentionally use the cultural background and knowledge of students in ways that inform the curriculum and increase the academic success of all students.
- Under-represented and minority students will engage in educational activities that utilize high-impact practices.

(FORMER) GOAL 9: Support external communities through programming and expertise.

IMPLEMENTATION STRATEGIES:

- Support external communities through community service and academic service-learning.
- Build a pipeline of support and engagement with local and regional K-12 schools.
- Strengthen the social and cultural fabric of the region.
- Bolster the regional economy.

As a result of findings from this 2017-2018 institutional community engagement self-study, the SRU President's Council approved the following revised institutional Strategic Goal 9 on Monday, March 25, 2019.

REVISED/APPROVED GOAL 9: Engage communities in collaborative and mutually-beneficial partnerships to advance the quality of life in the community and enhance learning, research, and civic engagement.

IMPLEMENTATION STRATEGIES

- Leverage economic, environmental, human, and intellectual resources of the university for the well-being of local, regional, national, and international communities.
- Address community defined priorities through service-learning.
- Co-create socially-useful and academically-sound knowledge that serves the common good.
- Engage students, faculty, staff, and partners to promote civil society and strengthen democratic values.

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D. Institutional - Community Relations:

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

Yes

D.1.1 Describe how the community’s voice is integrated into institutional or departmental planning for community engagement:

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

Community voice and representation is well-integrated into planning and decision-making associated with the Office for Community-Engaged Learning’s (OCEL) on-going co-curricular service programs. Grounded in strong community partnerships and coordinated by student service leadership coordinators (SLCs), these programs reflect a strong reciprocal and participatory approach to program management and evaluation. OCEL staff, student service leadership coordinators, community partners, and periodic faculty who collaborate through service-learning courses execute joint program orientations, co-coordinate all program components throughout the semester, and conduct systematic in-person evaluation and planning meetings at the beginning and end of each and every semester of program execution. Two significant program examples of the inclusion of community “voice” can be found in the OCEL’s Dream Chasers and Shelter Sidekicks programs.

-DREAM CHASERS: Legacy recording and intergenerational engagement through the Dream Chasers service program is conducted in partnership with the Don’t Stop Dreamin’ non-profit of Quality Life Services and The Legacy Recorder. In 2017-18, Don’t Stop Dreamin’ and Quality Life Services initiated a partnership agreement with the OCEL for the Dream Chasers program in order to articulate program goals and clearly outline roles and responsibilities among all parties. More recent proposed changes to program scheduling and the development of a video for the program were also jointly conceived, developed, and coordinated.

-SHELTER SIDEKICKS: Animal rights and advocacy through the Shelter Sidekicks service program is conducted in partnership with the Butler and Lawrence county humane societies. Direct evaluative feedback from community partners of the Shelter Sidekicks program have influenced programmatic planning and decisions to reduce volunteer group sizes to make them more effective, help staff identify shelter volunteers associated with the Shelter Sidekicks program, incorporate additional out-of-shelter events into the program through a calendar sign-up, and reinforce safety procedures and protocols through a review questionnaire for volunteers post orientation.

Community voice is also well-integrated into visioning, planning and decision-making associated with the purpose and functions of the Robert A. Macoskey Sustainable Systems, Education, and Research Center at SRU. In December 2017, the Macoskey Center hosted a World Café with campus and community stakeholders to assist with vision and mission development and re-alignment. Of the 40+ individuals in attendance, over 50% were off-campus community representatives and stakeholders. The qualitative report of findings identified

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three thematic areas of priority: the need for a staff Director, a desire for continued sustainability education for campus and off-campus constituents, as well as administrative support for the continued operations of the Center. These findings have influenced the recent appointment of a half-time Center Director, operational support, and the leadership team's current restructuring of the mission, vision, and strategic plan.

E. Infrastructure and Finance

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

Yes

E.1.1 Describe the structure, staffing, and purpose of this coordinating infrastructure. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:

The purpose of this question is to determine the presence of "dedicated infrastructure" for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability. We expect a description of specific center(s) or office(s) that exist primarily for the purpose of leading/managing/supporting/coordinating community engagement.

The Office for Community-Engaged Learning (OCEL) serves as the principle entity through which institutional resources are allocated to manage and support community engagement activities. As the locus for staff, resources, and programs dedicated to that end, the OCEL currently encompasses one Director, one Assistant Director, shared administrative support, two graduate assistants, approximately 30 student employees, and newly remodeled office/meeting space in a central location on campus (Bailey Library).

The resources of the OCEL are deployed in a manner that supports a broad spectrum of Co-Curricular and Curricular community engagement activities among students, faculty/staff, and community partners. The OCEL dedicates professional staff and student workers to the online service management system (by OrgSync) that facilitates a centralized location where campus and community can post, connect, coordinate and track volunteer opportunities, access service-related programs, faculty resources, and coordinate service-related events. Professional staff and graduate assistants also supervise and manage student Service Leadership Coordinators (SLCs) who coordinate a variety of on-going and recurring service programs dedicated to issues of youth mentorship and development (Rock Star Neighbors), intergenerational engagement and legacy recording (Dream Chasers), and animal rights and advocacy (Shelter Sidekicks). Student Experiential Learning Facilitators (ELFs) serve as peer educators for the OCEL domestic and international global service-learning programs, facilitating critical reflection for the purpose of fostering deeper understanding of particular social issues and promoting students' social responsibility and agency to effectuate social change. The OCEL is also stewarding a new Bonner Leaders program scheduled to launch in fall 2019.

The talents and skills of additional student workers in the OCEL are utilized in both curricular and co-curricular domains in support of media and outreach, social media, assessment, tracking, and graphic arts and design. OCEL professional staff and graduate assistants also work to support, maintain, and increase the quantity and quality of academic service-learning courses and faculty practitioners at SRU through the provision of campus and community outreach, direct in-person or class support, online service-learning resources, comprehensive mini-

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grants, and a variety of on-going professional faculty development opportunities such as workshops, faculty learning communities, and a faculty community engagement advisory board and task forces.

The work of the OCEL complements, aligns, supports, and collaborates with other campus entities supported by the University for the purpose of bolstering and advancing broader community engagement activities and initiatives. These include the Stone House Center for Public Humanities (Humanities Ladder program) with two faculty directors who share course release time and are assisted by a part-time coordinator; the Robert A. Macoskey Center with two faculty directors sharing a course release and supported by a part-time staff manager and one graduate assistant; the Sustainable Enterprise Accelerator (with a satellite location in Slippery Rock borough) with one faculty director with two course releases and graduate assistant; Storm Harbor Equestrian Center (equestrian therapy programming) with a staff director and coordinator; and the diverse programming of the SRU Philanthropy and Non-Profit Management program (major and minor) in the department of Interdisciplinary Studies within the College of Liberal Arts.

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

Yes

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

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

OFFICE FOR COMMUNITY-ENGAGED LEARNING

The permanent personnel and non-personnel allocations of the Office for Community-Engaged Learning encompass an approximate \$262,000 annual operating budget. The breakdown is as follows:

The PERSONNEL BUDGET encompasses approximately \$209,000 and includes:

-\$132,000 salaries for Director and Assistant Director

-\$45,000 for student wages that employs approximately 30 student leaders within the OCEL. Student leaders include Service-Leadership Coordinators (coordinate service programs), Experiential Learning Facilitators (coordinate domestic and international global service-learning programs), and additional students dedicated to assessment, graphic design, media and outreach.

-\$32,700 for two (2) graduate assistants – one dedicated to the support of co-curricular service programs (service leadership programming) and a second dedicated to supporting academic service-learning initiatives (service-learning coordination).

The NON-PERSONNEL BUDGET encompasses \$52,300 and includes:

-\$32,300 for OCEL general operating expenses and programming.

-\$20,000 for mini-grants that support academic service-learning courses and student/staff professional development.

THE STONE HOUSE CENTER FOR PUBLIC HUMANITIES

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The personnel and non-personnel allocations of the Stone House Center for Public Humanities encompasses a budget of approximately \$60,000 and includes:

The PERSONNEL BUDGET encompasses approximately 45,250 and includes:

- \$12,000 combined salary value for two faculty directors receiving alternating release time for programming and oversight.
- \$16,900 for 10-month half-time program coordinator staff
- \$16,350 equivalent for one graduate assistant

The NON-PERSONNEL BUDGET encompasses \$14,628 and includes:

- \$4,000 for CPH Programming
- \$10,628 for operating expenses of the Old Stone House Museum

ROBERT A. MACOSKEY CENTER FOR SUSTAINABLE SYSTEMS, EDUCATION, AND RESEARCH

The personnel and non-personnel allocations of the Macoskey Center encompass an approximate \$70,100 annual operating budget. The breakdown is as follows:

The PERSONNEL BUDGET encompasses approximately \$68,000 and includes:

- \$20,000 combined salary value for two faculty directors receiving alternating release time for programming and oversight.
- \$23,500 for part-time site manager
- \$24,500 for 1 ½ time graduate assistants.

The NON-PERSONNEL BUDGET encompasses \$2,136 and includes:

- \$2,136 for general operating expenses and programming.

SUSTAINABLE ENTERPRISE ACCELERATOR (SEA)

The personnel and non-personnel allocations of the Sustainable Enterprise Accelerator encompass an approximate \$63,780 annual operating budget. The breakdown is as follows:

The PERSONNEL BUDGET encompasses approximately \$40,780 and includes:

- \$40,780 salary value for one faculty director reassigned time for programming and oversight.

The NON-PERSONNEL BUDGET encompasses \$23,000.00 and includes:

- \$15,000/yr. for fair rental value of portion of Fowler Building.
- \$6,000 /yr. for utilities and other (electric, heat, AC, phone, IT network, janitorial, etc.).
- \$2,000 for equipment and supplies (computers, office furniture, etc.).

STORM HARBOR EQUESTRIAN CENTER (SHEC)

The personnel and non-personnel allocations of the Storm Harbor Equestrian Center encompass an approximate \$140,000 annual operating budget. The breakdown is as follows:

The PERSONNEL BUDGET encompasses approximately \$140,000 and includes:

- \$70,000 Director's salary
- \$30,000 in student worker salaries
- \$40,000 for two Graduate Assistants
- Other staffing is paid through the SRU foundation within the SHEC endowment.

The NON-PERSONNEL budget for the SHEC is supported through external funding and not provided by the University.

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

Yes

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E.3.1 Describe specific external funding:

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

Examples of external funding dedicated to supporting institutional engagement with community in 2017-2018 included:

- \$3,000 from the Mid Atlantic Arts Foundation to support the presentation of Gravity & Other Myths, part of the Performing Arts Series that involves the local and regional community.
- \$1,717 from the Pennsylvania Council on the Arts to support the Kaleidoscope Arts Festival 2017, which provides free or low-cost quality arts programming to an under-served population.
- \$45,000 from the FISA Foundation for year two of a three-year grant for the SRU Physical and Health Education's Transition Program for Individuals with Disabilities. The total three-year award is \$135,000.
- \$3,834 to Physical and Health Education from the Centers for Disease Control & Prevention through the Pennsylvania Department of Health. This funding will provide an orientation wellness program to physical education teachers from six area school districts.
- \$273,630 to Elementary/Early Childhood Education for the Troops to Teachers program designed to recruit and retain veterans to the field of teaching via a post-baccalaureate program, with an ultimate goal of recruiting teachers to high need school districts.
- \$20,000 to Elementary/Early Childhood Education from the PNC Foundation to implement the RockTEACH Summer Institute, designed to introduce underrepresented minority high school students to the field of teaching.
- \$4,800 from the YWCA of Greater Pittsburgh for Elementary/Early Childhood Education to conduct an early childhood professional development workshop for area teachers.
- \$90,000 (two grants of \$45,000 each) from the Grable & PNC Foundations in support of the Center for Public Humanities "Humanities Ladder" Program, a program to introduce college-level material in the humanities to high school students located in economically and geographically isolated communities in southwestern Pennsylvania.
- \$90,166 from the US Department of Environmental Protection to implement the Healthy Planet, Healthy People Summer Camp and Community Project Incubator program for regional youth from western Pennsylvania – a collaboration between the Office for Sustainability, Robert A. Macoskey Center for Sustainable Systems, Education, and research, and the department of Hospitality, Event Management & Tourism.
- \$54,092 from the US Department of Veterans Affairs to continue to expand the equine-assisted programs offered to disabled veterans at the Storm Harbor Equestrian Center. The program will also continue to be integrated into the Recreational Therapy coursework in order to prepare students to provide rehabilitation and therapeutic health care services to veterans.
- \$3,886 in grants from the Council on Brain Injury to continue the equine-assisted and aquatics program for individuals with brain injuries. This program provides a therapeutic experience for individuals with brain injury, as well as a practical experience for students in the Recreational Therapy program.
- \$3,135 to Physical Therapy from Move Together, Inc. to establish the Slippery Rock Pro Bono Physical Therapy clinic.

E.4 Is fundraising directed to community engagement?

Yes

E.4.1 Describe fundraising activities directed to community engagement:

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

SRU is involved with a variety of fundraising initiatives directed to community engagement and facilitated through the services of the SRU Foundation. Examples include:

- The Storm Harbor Equestrian Center, which serves individuals with disabilities with equine-assisted activities in seven counties, raised \$140,000 in 2017-18 through a fall fundraiser that included live auctions, silent auctions, sponsorships, and private community donations. Community support from two donors also raised \$900,000 to fund an addition to the center to help with increased programming that will be completed in May 2019.
- TRAILS, (Therapeutic Recreation and Independent Leisure Skills program) is a sensory trail that benefits adolescents with autism spectrum disorders. In 2017-18 approximately \$3000 was raised through fundraising projects and donations from individuals, foundations, and organizations.
- The SRU Performing Arts Series raises funds through donations and ticket sales that result in cultural enrichment for the local and regional community. In 2017-18, the Series raised \$14,000.
- The Student Non-Profit Alliance (SNA) engages in on-going fundraising as part of its robust philanthropy efforts. In 2017-18 the SNA raised \$3000 for hurricane relief (split between Texas and Florida), \$1200 for homeless relief through its annual Hunger Banquet, \$375 in support of the Slippery Rock Weekend Backpack program, and \$2000 through the annual fund to support four \$500 scholarships for Non-Profit Management majors (1st, 2nd, 3rd, and 4th year students).
- The Robert A. Macoskey Environmental Education Center fundraises through raffles, donations, and merchandise every year through the spring Earth Fest activities. Proceeds support environmental education programs as well as the maintenance of hiking trails and community garden plots. The Center raised \$4000 from the spring 2018 Earth Fest activities.
- The Department of Sport Management executes two events per academic year—a golf tournament in the fall, and a celebration banquet in the spring. Monies go toward VeloSano Bike for the Cure at the Cleveland Clinic with \$6,500 raised in 2017-2018.
- The Office for Community-Engaged Learning annually pursues crowd source funding in partnership with the SRU Foundation for its Global Service-Leadership Scholarship designed to support under-represented students as Experiential Learning Facilitators (ELFs) for its on-going international Global Service-Learning programs.
- Members of the SRU Rock volleyball team annually host a Dig for the Cure match where they accept donations and pledges per dig for the Pennsylvania Breast Cancer Coalition (PBCC).

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

Yes

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

In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/campus partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based

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organization; a campus investing a portion of its endowment portfolio in a local community development project, etc. (Do not include PILOT payments unless they are specifically designated for community engagement and community development.)

Because Slippery Rock University is a part of a larger entity (Pennsylvania State System of Higher Education (PASSHE)), SRU must abide by PASSHE requirements. One of these requirements is “Transfer of University Funds to Affiliates and Other Entities Prohibited,” such that none of the PASSHE institutions are permitted to donate monetary funds directly to any community agency. This limits direct contributions to the community at large. However, a number of faculty have still found ways to use student engagement strategies that also indirectly impact community organizations and/or partner initiatives.

Oftentimes, faculty are thoughtful and intentional regarding supplies that they purchase for service-learning coursework or co-curricular community partnerships, initially benefiting students and ultimately benefiting community organizations. In such cases, they make an effort to purchase items that can be useful to community partners, thus benefiting the community in the long run. In other cases, SRU can provide financial assistance by sponsoring the physical space and human capital needed to benefit the community. Some examples are as follows:

- SERVICE-LEARNING: The purchase and use of trail cameras for a Wildlife and Wildland Management service-learning course project, valued at \$400.00 were then able to donate the cameras to the Maurice K. Goddard State Park who was the primary community partner.

- STEM/STEAM WORKSHOPS & DAY CAMPS: College of Environment, Health and Science faculty who instituted community-based computer camps for young children purchased Raspberry Pi’s (programmable computers used for robotics), valued at \$1,000.00. Afterwards, they donated the Raspberry Pi’s to local schools to promote students’ exposure to programmable robotics.

- INSTITUTE FOR LEARNING IN RETIREMENT: The Institute for Learning in Retirement (ILR) is a member-directed organization that provides learning experiences (classes, social events, and group trips) for mature adults. The ILR was begun with a commitment of support from SRU, which includes a physical space for classes and volunteer instructors from the University.

- SLIPPERY ROCK IN BLOOM: Slippery Rock in Bloom is an initiative of the Slippery Rock Rotary Organization, in partnership with SRU and other community organizations, with the goal of becoming an “America in Bloom” city. The aim is to beautify the Slippery Rock community through education and community involvement, encouraging the use of flowers, plants, trees, and other environmental and lifestyle enhancements. Through this partnership, SRU has provided a number of supports, including an environmental survey, a soil restoration project, and a survey of local businesses regarding needs and improvements for a cleaner environment. Each of these supports represents partnerships with SRU faculty members and students, offering expertise and hands-on assistance.

- VILLAGE FEST: Village Fest is a day-long street festival in the village of Slippery Rock, containing over 100 booths of vendors, crafters, food, and a kids’ zone. The Slippery Rock Development organization organizes the event, with assistance from SRU. SRU student volunteers are an integral part of the operation of the festival. SRU also provides in-kind donations, such as equipment (tables, chairs, a stage) and labor for set-up and tear-down, valued at over \$1,000.00.

E.6 Do the business operations of the campus as an anchor institution align with local economic and

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community development agendas through hiring, purchasing, and procurement?

Yes

E.6.1 Please describe business operation practices tied to the local community:

This question is asking specifically about how the campus practices in the areas of recruitment, hiring, purchasing, and procurement align with and are an intentional complement to the institutional commitment to community engagement. This can include programs to encourage/support minority vendors, among many other practices. These institutional practices contribute to the context for successful community engagement.

In terms of economic impact, SRU is currently and historically one of the top 10 largest employers in the region. SRU is also one of 14 Pennsylvania State System of Higher Education (PASSHE) universities that, in total, represent the 16th largest employer in the state. SRU estimates a direct and indirect financial impact on SRU communities of \$330,000,000.

In regards to business operations practices tied to the local community, Slippery Rock University makes a positive impact on the local economy, despite its limitations. Because SRU is a part of a larger entity (PASSHE) that is considered a State Affiliated Agency, SRU must abide by the Commonwealth of Pennsylvania Procurement Guidelines. The Commonwealth Procurement Code establishes all of the purchasing and procurement guidelines that must be followed by all Commonwealth agencies. Therefore, the procurement approach at SRU must adhere to Commonwealth Procurement regulations which require that we select low-bids or a combination of low-bid and qualifications-based approaches for services. Within this framework, there are no provisions that allow us to direct university business to local firms.

However, as a matter of practicality, many of the companies that submit bids and are selected for work at SRU are from the local surrounding community. In addition, SRU oftentimes has smaller projects that are below the statutory bid limits. In those cases, we will solicit proposals from within the community to support local companies. Ultimately, much of the work at SRU is awarded locally and has a tremendous local economic impact.

Although SRU is bound to such state procurement requirements, the University is still committed to assisting the local economy through other means. One example is by instituting and committing resources to the Government Contracting Assistance Center (GCAC). GCAC is a recognized Procurement Technical Assistance Center (PTAC), which provides assistance to businesses interested in pursuing federal, state, and local government contracts and subcontracts. This economic development program is funded by a Defense Logistics Agency (DLA) cooperative agreement, intended to increase the number of businesses capable of participating in government contracting and therefore bring government contract dollars into our local communities.

GCAC was established at SRU in 1989 as a collaborative effort between SRU and California University of PA's Government Agency Coordination Office (GACO). The CalU GACO program was established in 1985. For 30 years, the GACO/GCAC program has been working cooperatively to provide government contracting assistance to companies in the region. The program is federally funded by DLA to provide service to businesses in Allegheny, Beaver, Butler, Washington, and Greene counties. The SRU GCAC office primarily focuses on providing service to our local counties of Beaver and Butler. The GCAC office provides numerous services, including bid preparation and opportunities, marketing assistance, data research and supplier information, training and technical assistance, and hosting annual procurement fairs.

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F. Tracking, Monitoring, Assessment

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

Yes

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

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

In fall 2017, SRU launched the implementation of CORE (powered by OrgSync) as a centralized online student engagement platform, providing an infrastructure to support systematic tracking and documentation of community engagement efforts and community partnerships. The service management system of CORE that is overseen and coordinated by the Office for Community-Engaged Learning (OCEL) stores online portals for community partners, posts and promotes service opportunities, houses portals for on-going and re-occurring service programs, organizes applications and volunteer sign-ups, tracks volunteer engagement, and verifies service hours. The system also delivers a robust form management feature that the OCEL uses to promote and recruit faculty development opportunities and manage, track, and archive service-learning mini-grants, reporting requirements, and supplemental assessments for co-curricular service programs and curricular service-learning courses.

Tracking and documentation is also facilitated via the Office of the Provost. This office collects information quarterly through an engagement and activity report in support of SRU's Strategic Goal 8 (engage alumni and friends in the life of the university) as well as for the Council of Trustees quarterly report. The former engagement report identifies alumni and members of the community that have volunteered in an SRU department within the last period. It identifies if they are an alumnus of SRU, the capacity of their volunteerism (i.e. guest speaker, internship supervisor, advisory board member, other), and the term in which it occurred. Additionally, the report notes the faculty or staff contact person associated with the individual. The latter Council of Trustees report identifies a variety of activities across campus colleges and departments including periodic updates on community engagement activities such as professional development, departmental initiatives, and engaged scholarship.

Numerous departments at SRU maintain a variety of systematic tracking and documentation mechanisms to manage and record engagement with community. The department of Physical Therapy, for example, utilizes the EXXAT software program to track community sites where students complete their four required clinical rotations within the program. Other departments including Sport Management, Communication Studies, Criminology and Safety Management also utilize a variety of additional software programs to track and manage service-learning and internship placements, including numbers of student enrollments, site locations, and supervisor evaluations.

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

Yes

F.2.1 Describe how the institution uses the data from those mechanisms:

For each mechanism or process described in F1.1 above, we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fundraising stories, and/or the reward and recognition of faculty, students, or partners.

The Office for Community-Engaged Learning (OCEL) utilizes data from the CORE (powered by OrgSync) service management platform to serve a variety of institutional and departmental purposes. Data from tracking of service hours, numbers of student volunteers, and numbers of service-learning courses are annually provided to Institutional Research in support of reporting to the Pennsylvania State System of Higher Education (PASSHE) on Slippery Rock University's identified performance indicators. Effective spring 2018, emphasis on reporting service-learning courses receiving the High Impact Practice (HIP) course designation was strengthened, such that these courses are tracked as one of the identified performance indicators for the University. This data also serves other strategic institutional goals and strategies, such as assisting with measuring sustainability performance through the AAHS Sustainability, Tracking and Rating report on sustainability (STARS).

Service data pertaining to student clubs and organizations is used to target new students to get involved with service, as well as monitor and provide support to on-going efforts. For example, becoming aware through CORE of a forthcoming advocacy campaign by Phi Sigma Phi on sexual assault empowered the OCEL Assistant Director for Service and Leadership to provide consultations to the group in order to implement and manage the campaign effectively. Additionally, OCEL student service leadership coordinators (SLCs) systematically implement program changes based on quantitative and qualitative data from programmatic evaluations acquired through the CORE system, in relation to their on-going service programs.

Feedback from faculty members on the process of applying and reporting for OCEL service-learning mini-grants is used to continuously improve the user-friendliness of the application. In fall 2018, this led to the development of a more streamlined budget proposal component within the application and an online reporting form for greater ease of use and tracking. Annual numbers of faculty solicitations for service-learning mini-grants is used to justify and support annual budget requests within the fiscal cycle.

Data collected from the provost's office from the strategic goal 8 engagement report empowers the SRU alumni office to promote and facilitate additional alumni engagement with the university above and beyond what occurs directly through the alumni office itself. Especially in the curricular realms of departments and classrooms, the data makes visible the degree and variety of engagements with alumni occurring as guest speakers, consultants, and advisory board members. The enhanced awareness of campus engagements, faculty/staff/alumni relationships, and areas of expertise among SRU graduates, allows the alumni office to promote volunteer opportunities and facilitate placements for alumni wanting to get involved and stay engaged with the university. The data is also used to leverage fundraising opportunities for potential donors and promote awards and recognition among SRU alumni. Along with the quarterly Council of Trustees activity report, data from both mechanisms strengthen and promote cross-campus information-sharing and communication.

Data from departmental recording of engagement is typically managed by departmental faculty and staff. This data is used to track site locations, monitor and engage site supervisors, track community engagement course

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enrollments and curricular requirements, track student professional development, and meet accreditation standards.

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

Yes

F.3.1 Describe the definition and mechanisms for determining quality of the community engagement.

Several mechanisms exist that define and measure quality of community engagement both as a part of institutional data collection as well as a complimentary process. The establishment of high impact practices (HIP) as an institutional performance indicator in spring 2018 for the Pennsylvania State System, of Higher Education (PASSHE) institutionalized a clearly-defined process at SRU for HIP course designations. Emphasizing professional development, financial support, and competency in high impact practices, the process requires a one-semester commitment to a faculty learning community (FLC) in order to be eligible for HIP designation; thereby designating both individual faculty practitioners, as well as the courses they teach. HIP faculty learning communities for service-learning utilize a reflective assessment tool based on six course attributes outlined in the SRU taxonomy for service-learning in order to assess the current state of one's own professional practice and establish developmental goals as a result of the learning and development through the FLC process. This ensures that institutional tracking of HIP designated faculty practitioners and their courses reflect a consistent, foundational working knowledge of service-learning pedagogy as well as a developmental awareness and understanding by each practitioner as to the developmental stage of their practice.

As a complimentary process, the Office for Community-Engaged Learning (OCEL) stewards a series of comprehensive mini-grants for faculty service-learning practitioners. One of those mini-grants, entitled the High-Impact Practitioner Fund serves as an incentivizing mechanism for continuous quality improvement of faculty competency in service-learning subsequent to the required faculty learning communities for HIP designation. Aligned with the six course attributes for service-learning defined in SRU's taxonomy, and based on self-assessments within three stages of development (i.e. competency-building, quality-building, and advanced integration) this fund is designed to support HIP-designated faculty service-learning practitioners to build on and from their foundational self-assessments obtained in the FLC process in an on-going manner. Tracking of faculty practitioners utilizing these on-going opportunities for professional development is monitored and archived by the OCEL within the CORE service-management system.

Another complimentary process for defining and measuring quality of community engagement is the required documentation for retention, tenure, and promotion. All faculty members undergoing review for retention, tenure, and promotion must provide documented evidence of the scope, value, and time commitment to teaching, scholarly growth, and service. The review committees cannot take assertions without evidence. Through this reflection with review process, faculty thoroughly detail their motives, methods, and accomplishments in the areas of community-engaged teaching, research, and service. The evaluation applications are stored and processed via a platform called Activity Insights (AI). AI allows administration to access the submitted evidence for aggregation, institution-wide assessment, and reporting.

F.4 Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact

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of institutional engagement?

Yes

F.4.0

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

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

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

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

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

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.

In spring 2017, the Office for Community-Engaged Learning (OCEL) developed and implemented a process for supporting SRU faculty with the systematic assessment of student outcomes for campus-wide service-learning courses. This process compliments and supplements the institutional data from SRU's two-year cycle for the NSSE as well as other University, College and/or Departmental evaluations and processes. These assessments

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encompass a repertoire of prominent, published, peer-reviewed, and publicly accessible instruments including the Community Service Attitudes Survey (CSAS), the Civic-Minded Graduate Scale (CMGS), the Civic Attitudes & Skills Questionnaire (CASQ), the Socially Responsible Leadership Scale (SRLS), the Tolerance of Ambiguity (TOA), and the Locus of Control (LOC). Available for campus-wide use for service-learning courses and co-curricular service programs, the OCEL partners with the Department of Mathematics and Statistics to employ student service-learning assessment coordinators who manage survey requests, organize data, conduct statistical analysis, and construct reports of findings for individual faculty and courses. Reciprocal benefits include support for individual faculty based on their particular assessment or scholarship interests, as well as a growing critical mass of data for future longitudinal studies. Schedule for data collection is on a semester-by-semester basis and campus requests for surveys and OCEL services for statistical analysis are integrated with the OCEL service-learning mini-grants application process.

Preliminary findings from the Civic-Minded Graduate Scale (CMGS) data collected in the fall 2018 semester showed that overall student scores changed in the positive direction in more than half of the questions contained in the survey. For example, in the Office for Community-Engaged Learning's Shelter Sidekicks service program offered in the fall 2018 semester, there was an average gain of 5.5% for each question on the CMGS. And preliminary findings from curricular data also showed a slightly smaller, but positive change in direction from the Socially Responsible Leadership Scale (SRLS) and Civic Attitudes and Skills Questionnaire (CASQ). For example, findings from the spring 2018 service-learning course from the department of Parks, Conservation and Resource Management saw an increase of student scores on each separate category of 3.5% from a combined survey of these two instruments. Consistently showing such improvement ensures that such improvement is not happening strictly due to chance, but reflects a positive correlation with the impact of these programs on student civic attitudes and skills.

Given the relatively recent development, provision, and implementation of these assessment instruments and services in spring 2017 for both curricular service-learning courses and co-curricular service programs, findings remain preliminary at this point in time. However, the modest number of assessments implemented in spring 2017 and fall 2018 have tripled in number in spring 2019 - fueled by a growing commitment to high impact practices, institutional civic engagement outcomes, increasing professional development and scholarship interest among faculty and staff practitioners, as well as on-going financial support for designated service-learning courses. We expect the critical mass of data to grow and key findings to strengthen as we continue forward.

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

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

The Office for Community-Engaged Learning (OCEL) currently stewards two systematic mechanisms designed to assess faculty perceptions of the effectiveness of service-learning as a teaching strategy, the motivations behind faculty involvement with the pedagogy, as well as the degree of knowledge and skill associated with the current level of professional competency and practice. Evaluative and reflective questions regarding the

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influence of service-learning on faculty teaching philosophies is integrated as required reporting for all service-learning mini-grants that occur on a semester basis. In addition, formative and summative assessments of faculty knowledge and experience with the six identified course attributes of service-learning within the SRU taxonomy are assessed each spring semester as part of the annual faculty learning communities for High Impact Practice. The latter is assessed as both a summative pre/post survey as well as six formative reflective self-assessments on each course attribute throughout the faculty learning community proceedings.

Findings affirm that faculty who engage in service-learning perceive the pedagogy as an effective strategy towards promoting student success. Data collection from faculty perceptions regarding their teaching philosophies indicate a high degree of value placed on the effectiveness of service-learning in promoting leadership, communication, and teamwork skills through modification and adaptation to real-world situations. Findings also indicate placing a growing value on community engagement as a strategy for faculty professional success. This value is also evident through the institutionalization of faculty incentives and rewards that have been increasingly supported by University administration and implemented by the OCEL. For example, in the most recent faculty learning community survey, 75% of respondents named various types of rewards and incentives such as HIP course designation, course funding, and scholarship as motivations and expected outcomes for their participation. And 80% of those respondents cited engaging with faculty colleagues around the pedagogy and practice of service-learning as another major incentive.

We interpret these findings as indicating relatively significant changes in perceptions within a short period of time regarding the nature of faculty involvement and investment in service-learning and community engagement. Self-selected faculty roles, new program initiatives, and leadership opportunities related to institutionalization efforts support this finding. For example, in 2017-18, three SRU faculty members assisted in the development of a new taxonomy for service-learning to bring a greater degree of clarity, focus, and rigor into the practice at SRU. Three other faculty members assumed leadership roles as Service-Learning Associates of the OCEL, working in partnership to provide supportive engagement and peer-to-peer mentoring within a growing community of practice. Other faculty members have come forward desiring to co-facilitate the annual HIP faculty learning community for service-learning each spring. And recent proposed changes to faculty promotion and tenure guidelines, concurrent with our Carnegie application, have been forwarded with unanimous support to the state system for official adoption and approval. These actions demonstrate an evolving perception that community engagement is not only an effective strategy for student learning, but career advancement and success for faculty as well.

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

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

At Slippery Rock University, we utilize multiple means to assess outcomes and impact on community for the broad and diverse constituencies with whom we engage. We systematically administer outcomes surveys complimented with face-to-face interactions that value and honor the relationships upon which our engagement efforts are based. For example, the Office for Community-Engaged Learning (OCEL)

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systematically assesses community outcomes through the Promoting Effective Partnerships (PEP) and Promoting Effective Service-Learning Partnerships (PESLP) surveys on an annual and bi-annual basis respectively. The PEP is administered in May for all community partner portals on our CORE service-management platform, and the PESLP is integrated into the bi-annual (semester cycle) of service-learning course operating funds requests whereby community partners are identified at time of application and surveyed by the OCEL towards the conclusion of the service-learning course. Both surveys seek out indicators of impact that inform us whether the engagement outcomes are perceived as genuinely beneficial, if partners felt the engagement was reciprocal, what specific actions were taken by faculty/staff and students that promoted reciprocity, and what else could make the partnership even more mutually-beneficial in the future.

Findings in the most recent cycles of the PEP (May 2018) and PESLP (December 2018) surveys showed a consistent pattern of positive community perceptions regarding beneficial outcomes for their organization and community through engagement with SRU (71% PEP) and service-learning courses specifically (88% PESLP). Findings also indicate that 87.5% of community organizations that have partnered with SRU in some capacity over the last three years were initiated as a result of associations with faculty members, versus 28.6% initiated as a result of student engagement. Additionally, 80% of respondents in the PEP and 66.7% in the PESLP surveys associated reciprocity with specific actions taken by faculty/staff and students, versus an average of 42% who associated reciprocity with larger campus efforts of recognition, feedback mechanisms, or broader community engagement planning efforts or initiatives.

These findings indicate that while many of our community collaborators experience positive, reciprocal benefits and recognition from engagement with particular individuals within the institution, there remain additional opportunities for the development of larger campus-wide efforts for planning, engagement, and recognition – especially as they relate to our growing service-learning efforts. Current progress in this regard includes the 2017 launch of the President's Awards for Civic Engagement with a Community Partner Award category, as well as an inaugural faculty/community partner social event scheduled for April 19, 2019, that is envisioned to be an annual on-going spring event for purposes of connecting campus and community constituencies.

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

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

The most significant and effective assessment mechanism that has brought forth measurable outcomes for Slippery Rock University as an institution have been the campus-wide self-studies conducted in 2009, 2014, and 2019 associated with the Carnegie Elective Community Engagement Classification. Each five-year period bears witness to an intentional and incremental advance in institutional strategy, commitment and outcomes in this area. For example, service-learning became a prominent goal highlighted in SRU's 2014 Strategic Plan where it was explicitly linked to enrollment and retention of under-served students through student leadership and civic engagement. That goal is advancing at present through the current development and fall 2019 launch of SRU's new Bonner Leader program that will serve under-represented students with enhanced service leadership and educational access opportunities. The self-study also identified the need to establish more clearly defined course attributes for service-learning as well as provide professional development opportunities for faculty practitioners. The result has been the development of a comprehensive taxonomy for service-learning, a

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systematized process for training and capacity-building through annual faculty learning communities, a clearly-defined HIP service-learning course designation process, as well as on-going financial support for practitioners and service-learning course operations. The current self-study process has assisted the campus in leveraging other additional outcomes such as the revision of faculty promotion and tenure guidelines for community engagement; the adoption of civic engagement as an institutional student learning outcome (May 2017) that is required of all students through the Social Science Inquiry courses; and is found in the integrated learning threads within the new SRU liberal arts Rock Studies curriculum revision (Fall 2018).

One key finding from our current 2017-18 self-study has been a heightened awareness of the particular ways that SRU's current Strategic Goal 9: "support external communities through programming and expertise" encouraged traditional outreach rather than focusing attention and energy on the values, commitments and practices conducive to and supportive of a partnership approach to community engagement. For example, in our most recent departmental survey, only 26% of departmental respondents cited specific actions taken at the departmental level dedicated towards fostering reciprocity and mutuality in their community engagement efforts. While 47% of those departments cited ways they specifically seek out community voice, only 16% of those departments had systematic mechanisms to collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit back to partnering agencies or organizations.

These findings indicate that the multitude of strong reciprocal partnerships with whom SRU is currently engaged are more concentrated around individual faculty actions stemming from specific project or course-level engagements, as well as from a selective number of departments who are already dedicated and motivated to those ends on their own. The findings underscore the importance of continued efforts to foster greater alignment between our institutional identity and departmental commitments and practices that will promote increased departmental representation reflective of a partnership approach to community engagement at SRU.

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

Yes

F.5.1 Describe how the institution uses the data from the assessment mechanisms:

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

Assessment data from varied institutional sources (i.e. NSSE, student learning outcome assessments, activity reports, institutional self-studies, etc.) is reviewed by senior administration and feedback is provided to campus leaders. SRU uses the data from assessment mechanisms to make decisions related to resource allocation and the determination of the viability of programs and the ability to meet stated goals. This information is then shared at the college and department levels to aid departments in recruitment and retention, and to demonstrate areas where community engagement and service-learning are improving student success.

Several significant initiatives were pursued in late fall 2018 and early spring 2019 resulting from the key findings from our current community engagement institutional self-study process. For example, findings showing a need for greater alignment between institutional strategy and departmental commitments and practices were pursued through a revision of SRU's Strategic Goal 9 in an attempt to more intentionally move from an outreach to partnership orientation to community engagement at the institutional level. Several revisions were drafted by members of the SRU Community Engagement Advisory Board and Carnegie Self-Study Committee in February 2019 and shared and vetted with campus constituencies, including members of the Academic and Student

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Affairs Executive Council for preliminary review. The revised Strategic Goal 9, and four implementation strategies were collectively presented, approved, and adopted by the SRU President's Council on Monday, March 25, 2019. The revised goal and implementation strategies are presented in this application (II. Foundation Indicators/C. Institutional Communication/3.1 Strategic Plan). They may also be viewed publicly on the SRU website at: <http://www.sru.edu/about/strategic-planning>.

Coupled with this revision process is an initiative to deepen SRU's place-based community engagement efforts through the establishment of a satellite Center for Community Partnerships location in nearby Butler, PA that will launch in fall 2019. While the work of the Center will be multi-faceted, the Office for Community-Engaged Learning has been approved by the President to incentivize place-based engagement among campus and community constituencies through both community engagement mini-grants as well as a three-year Engaged Departments grant program. The latter will recruit and support up to nine departmental teams (3 teams/year) with grants of \$3500 in order to shift highly-individualized faculty activities into more collective, collaborative, and institutionalized commitments and practices at the departmental level as well as foster greater alignment with SRU's newly revised Strategic Goal 9 and its implementation strategies.

These initiatives were informed by key findings from our Carnegie institutional self-study that indicated that we should attend to and dedicate ourselves to larger institutional considerations, such as a revision to Strategic Goal 9, in order to reap the full benefits of our community engagement agenda at SRU overall, as well as heighten the potential impact and future success of the forthcoming Center for Community Partnerships satellite location in the nearby community of Butler, PA.

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

Yes

F.6.1 What was the nature of the assessment, when was it done, and what did you learn from it?

Describe how you used specific opportunities and tools for assessing community engagement on your university (opportunities might be a strategic planning process, a re-accreditation process, the self-study and external review of a centre for community engagement, or others; tools might be the ERA Engagement and Impact assessment data; The Voice Survey; Reprtrak Survey; SAGE/Athena SWAN data as example sources.

In 2014, Slippery Rock University underwent an institutional strategic planning process that coincided with the self-study of community engagement for its application to be classified by the Carnegie Foundation as a community-engaged campus in 2015. Feedback and suggestions from John Saltmarsh and Anthony S. Bryk in February 2015 emphasized the need for SRU to pursue and demonstrate a greater institutional commitment in areas of: departmental infrastructure, professional staffing and administrative support, faculty development opportunities, faculty incentives and rewards (including Promotion-Tenure), tracking and monitoring mechanisms, systematic assessment, and greater evidence of an overall institutionalized culture and practice of community engagement. The learning outcome from this feedback was the realization of the degree of institutional commitment and investment that was going to be necessary if SRU was to move towards an engaged campus worthy of Carnegie classification in 2020.

Those recommendations significantly influenced the implementation strategies behind the university's strategic plan, particularly as they related to Strategic Goal 3 (fuel learning with powerful pedagogies and transformational experiences), as well as Strategic Goal 9 (support external communities with programming and

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expertise). One of the largest strategic institutional commitments directly related to the advancement of Strategic Goals 3 and 9 was the establishment in 2016 of the Office for Community-Engaged Learning (OCEL) that witnessed significant institutional investments in the employment of two professional staff, two graduate assistants, student employees, and a permanent operating budget. The OCEL, in partnership with other entities on campus, has been a driving force in advancing the institutionalization of community engagement towards the achievement of Strategic Goals 3 and 9 at SRU since 2014. Demonstrable progress in virtually all areas of feedback provided by John Saltmarsh and Anthony Bryk in 2015 have been implemented on a campus-wide level and throughout diverse departments in SRU's four Colleges, and in curricular, co-curricular, and extra-curricular realms throughout the university. The progress and outcomes of those efforts are reflected throughout this current application.

G. Faculty and Staff

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

Yes

G.1.1 Describe professional development support for faculty in any employment status and/or staff engaged with community:

Most universities offer professional development – what is being asked here is professional development specifically related to community engagement. Describe which unit(s) on campus provides this professional development, and how many staff participate in the professional development activities that are specific to community engagement.

In 2017-18, there was significant institutional investment in and support towards professional development in community engagement for faculty, staff, and community partners at SRU. These included:

WORKSHOPS:

-In January/May 2017, 31 faculty participated in the OCEL's "How to Successfully Design and Implement Academic Service-Learning." A \$400 course enhancement was granted to each participant upon execution of a service-learning course.

-In January 2018, 23 faculty participated in the OCEL's "Pulling Scholarship from Community-Engaged Teaching and Research: Maximizing Impact and Career Advancement" with Dr. Cathy Jordan from the University of Minnesota.

-In May 2018, 11 faculty and community partners participated in the Macoskey Center/OCEL's collaborative "Leveraging Community/Campus Assets for Healthy People and a Sustainable Planet."

PROFESSIONAL DEVELOPMENT SPECIAL EVENTS:

-In April 2017, SRU hosted Dr. Kevin Keschkes from Portland State University for an all-day professional development event for over 35 faculty, staff, and students entitled: "Transforming Engagement at SRU: Alignment with Purpose, Identity, and Commitments."

-In October 2018, the OCEL sponsored the annual SRU Professional Development Day entitled "Educating Citizens for the Public Good: Enhancing Learning through Community & Civic Engagement." The full-day conference style event involved over 80 faculty, staff, students, and community partners in a World Café, concurrent presentation sessions, and the keynote address by Dr. Dwight E. Giles from University of

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Massachusetts Boston.

FACULTY LEARNING COMMUNITIES:

-In spring 2018, the SRU Center for Teaching and Learning launched its inaugural faculty learning communities (FLCs) for high impact practices that included service-learning. Originating with nine faculty participants in the Spring 2018 FLC, participation in a one-semester FLC is now a requirement for HIP course designation at SRU. Participants of FLCs receive a \$300 professional development award as a result of successful completion of the FLC and, if desired, official course designation approval by the university curriculum committee. The requirement of an FLC for all HIP-designated service-learning courses extends the function of the course designation process to not only identify courses but integrate a professional development component into the process, thereby supporting and identifying competent faculty practitioners as well.

MINI-GRANTS:

-In 2017-18, the OCEL awarded \$9,600 in mini-grants to 16 faculty members representing all Colleges and diverse disciplines of the University. Four fund categories were offered in support of service-learning, faculty/staff/student professional development, community partnerships, and community-engaged scholarship. -In fall 2018, the OCEL launched its Service-Learning Practitioner Grant program linked to the new HIP process described above. Three mini-grant categories were developed to incentivize and support an on-going and developmental approach to service-learning pedagogy and practice. These include a Start Up Fund (one-time only award up to \$250 for non-HIP designated S-L courses); a Course Operating Fund (award of \$300 for each HIP designated S-L course section over a three-year time period); and a High Impact Practitioner fund (award of \$500 per HIP designated S-L faculty practitioner). Faculty members actively applying for course operating funds must renew their eligibility every three-years through the latter High Impact Practitioner Fund that involves a self-assessment of practice, and subsequent professional development and budget proposal.

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

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

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

-- empty or did not respond --

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

No

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

Our Collective Bargaining Agreement (CBA) gives departments and faculty significant control over hiring decisions. As such, SRU does not have any explicit institution-level search/recruitment policies designed to encourage the hiring of faculty with a commitment to community engagement. At the department level, we have only identified Political Science as having explicitly built mechanisms into their departmental recruitment and hiring practices. Since 2016, the Department of Political Science has designed its job advertisements to elicit applications from community-engaged scholars, and used candidate vetting questions to probe candidate commitment to community engagement during both the phone and on-campus interviews.

While SRU does not have explicit policies, SRU implicitly incentivizes hiring of community-engaged faculty by taking advantage of the language of the CBA. The CBA's requirement that excellence be achieved in all three areas (teaching, service, and scholarship) factors into hiring decisions. During the search process, departments will seek colleagues who will be successful demonstrating commitment to each area. The university has been explicitly recognizing and incentivizing the adoption of service-learning and other high impact practices (HIPs) as the preferred path to excellence. This in turn aims to affect hiring decisions, as departments should seek out applicants with experience and expertise with HIPs to hire new faculty most likely to be successful at the tenure stage.

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

Yes

G.4.1 Use this space to describe the context for policies rewarding community-engaged scholarly work:

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

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

Characteristics of scholarship within research and creative activities include the following: applying the literature and

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theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field. Universities often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community-engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship. In response to this question, if appropriate, describe the context for these policies; e.g., that the university went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement. .

The CBA between PASSHE and system faculty provides institutional direction at both the system and university levels. The CBA requires all system faculty to strive for effective teaching, fulfill professional responsibilities, engage in service to the university and/or community, and engage in scholarly growth.

The CBA defines scholarly growth broadly. Recognized scholarly activity (Art. 12, B.2) for PASSHE faculty includes:

“Development of experimental programs..., papers delivered at national and regional meetings of professional societies; offices held in professional organizations; invitational lectures given; participation in panels at regional and national meetings of professional organization; grant acquisitions; editorships of professional journals; participation in juried shows; program-related projects; ... consultant ships; research projects and publication record; ...contribution to the scholarly growth of one’s peers; and any other data agreed to by the FACULTY and Administration at local meet and discuss.”

This exceedingly broad language ensures that SRU Administration and all colleges and departments must contractually recognize community-engaged scholarship in all retention (probationary faculty), tenure, and promotion decisions. In fact, the CBA language invites scholarly activity that covers all four categories of Boyer’s categories of scholarship (Discovery, Integration, Application, and Teaching).

SRU’s local policy and procedures document (revised 2011) fleshes out some additional examples of activities recognized institution-wide as scholarly growth that faculty use as vehicles for community-engagement. These include:

“Testimony of experts in the discipline or related disciplines; Exhibitions; Attendance and participation in professionally organized workshops, institutes, seminars, symposiums, short courses, etc., related to the discipline; Participation in professional organizations which advance a professional field or discipline; Development of new scholarly or practical insights.”

Importantly, the CBA and SRU’s local agreement both give maximum discretion to faculty in the area of scholarly growth. The local policy and procedures document makes this explicit, “The following items [those items listed above included] are not in priority order nor are ALL items expected to be included in any individual application/file. Under this category the applicant will provide evidence which may include but need not be limited to the following.” Faculty routinely use a diverse assortment of community-engaged scholarly activity as part of successful tenure and promotion applications.

Note that while the current CBA and local agreements both require rewarding community-engaged activities, neither explicitly educates the faculty about community-engaged scholarly activities. SRU has drafted a revision to the local policy and procedures document to flag for faculty that community engaged scholarship exists, and can be used for retention, tenure, and/or promotion. Thus, the revision aims to more explicitly push faculty into

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taking advantage of the existing incentives. For example, under teaching the new policy rewards teachers who, “experiment with new or different teaching methods to match the ability and interests of students with the changing needs of the curriculum, market, and/or needs of the communities.” See more promotion and tenure policy revision details under question G.9.1 below.

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

Yes

G.5.1 Please cite text from the faculty handbook (or similar policy document):

As with scholarly growth, all teaching faculty follow the CBA and required to establish that they engage in “Effective teaching and fulfillment of professional responsibilities.” The CBA does little to explicitly define effective teaching, however, as a form of teaching and learning, community engagement can be rewarded if the engagement is reflected in the, “student evaluations, peer evaluations, classroom visitations, quality of syllabi, quality of student advisement, willingness to accept departmental work assignments, timely execution of work assignments, and any other data deemed appropriate and agreed to by the FACULTY and Administration at local meet and discuss.”

The local policy document provides more directions, asking faculty to provide evidence of their 1) competence of the conduct of class, 2) ability to organize information, 3) ability to invoke student response and to assess student achievement, and 4) innovations in teaching. Through these requirements and supporting peer/chair evaluations, SRU requires faculty to actively engage students.

While not explicitly encouraging community engagement via teaching and learning, these requirements implicitly incentivize faculty using high impact pedagogies including service-learning. More explicitly, SRU has made a major push in support of service-learning.

Three years ago, SRU institutionalized the adoption and tracking of service-learning and other high impact practices (HIPs). In spring 2018, SRU adopted HIPs as a performance (accountability) indicator to both direct university action and to be judged by PASSHE.

SRU has taken numerous steps to support the adoption of service-learning courses including the creation of a Service-learning Faculty Learning Community (as described elsewhere in the application). In sum, SRU not only rewards community engagement in teaching and learning, it incentivizes it. Faculty routinely use service-learning and other community-engaged activities in demonstrating effective teaching as part of successful tenure and promotion applications.

SRU has drafted a revision to the local policy and procedures document to flag for faculty that SRU recognizes and rewards community engaged teaching and learning; that community-engaged teaching can be used for retention, tenure, and/or promotion (see application section G 9). Thus, the current draft revision aims to more explicitly push faculty into taking advantage of the existing incentives. For example, the proposed policy promotes community engagement by expanding the definition of teaching to include and reward experiences outside the classroom. Also, under instructional design we explicitly call for faculty to use high-impact practices, including service-learning and others linked to community engagement (e.g., internships, student research,

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community research). See more promotion and tenure policy revision details under question G.9.1 below.

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

Yes

G.6.1 Please cite text from the faculty handbook (or similar policy document):

As noted under question 4.1. above, community engagement is rewarded as both research and creative activity. The broad language in the CBA ensures that SRU Administration and all colleges and departments must contractually recognize community-engaged scholarly growth in all retention, tenure, and promotion decisions for ALL faculty. Our relevant documentation does not distinguish for separate evaluation scholarship from other creative or scholarly activity.

Recognized scholarly activity (Art. 12, B.2) for PASSHE faculty includes:

“Development of experimental programs..., papers delivered at national and regional meetings of professional societies; offices held in professional organizations; invitational lectures given; participation in panels at regional and national meetings of professional organization; grant acquisitions; editorships of professional journals; participation in juried shows; program-related projects; ... consultant ships; research projects and publication record; ...contribution to the scholarly growth of one’s peers; and any other data agreed to by the FACULTY and Administration at local meet and discuss.”

SRU’s local policy and procedures document (revised 2011) fleshes out some additional examples of activities recognized (institution-wide) as scholarly growth that faculty use as vehicles for community-engagement. These include:

“Testimony of experts in the discipline or related disciplines; Exhibitions; Attendance and participation in professionally organized workshops, institutes, seminars, symposiums, short courses, etc., related to the discipline; Participation in professional organizations which advance a professional field or discipline; Development of new scholarly or practical insights.”

Importantly, the CBA and SRU’s local agreement both give maximum discretion to faculty in the area of scholarly growth. The local policy and procedures document makes this explicit, “The following items [those items listed above included] are not in priority order nor are ALL items expected to be included in any individual application/file. Under this category the applicant will provide evidence which may include but need not be limited to the following.” As Provost Way has frequently noted, faculty routinely use a diverse assortment of community-engaged scholarly activity as part of successful tenure and promotion applications.

Note that while the current CBA and local agreements both require rewarding community-engaged activities, neither explicitly educates the faculty about community-engaged scholarly activities. SRU has drafted a revision to the local policy and procedures document to flag for faculty that community engaged scholarship exists, and can be used for retention, tenure, and/or promotion. Thus, the revision aims to more explicitly push faculty into taking advantage of the existing incentives. In the revision, we define scholarly growth around Boyer’s Scholarship of Engagement (1996) to legitimize all community engagement scholarly activities; and recognize

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community engaged activities by adding a host of artifacts generated by community-engagement, including:

- Using professional expertise for the creation, modification, and/or dissemination of services, intervention programs, training programs, formal policies, legislation, and/or other public policy solutions aimed at helping SRU's stakeholders and communities.
- Faculty creation of data, policy analyses, resource guides, technical reports, research reports policy memorandum, and other analytical products that apply faculty expertise to benefit the common good of the community and other stakeholders.

See more promotion and tenure policy revision details under question G.9.1 below.

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

Yes

G.7.1 Please cite text from the faculty handbook (or similar policy document):

As with teaching and scholarly activity, the broad language in the CBA rewards community engaged service undertaken by ALL faculty. The CBA states service shall be judged on:

“Quality of participation in program, department, college, and university committees; APSCUF (Association of Pennsylvania College and University Faculty) activity contributing to the governance of the University; development of new course(s) or programs(s); training or assisting other FACULTY MEMBERS in the use of distance education technology; participation in University-wide colloquia; voluntary membership in professionally oriented, community based organizations reasonably related to the FACULTY MEMBER'S discipline; lectures and consultations; consulting with local and area agencies and organizations; and any other data agreed to by the FACULTY and Administration at local meet and discuss.”

The local policy document further illuminates the meaning of service. The document adds that faculty may serve the university by, “such items as: ...special individual assignments...; significant contribution to student organizations or activities...; significant contributions to university governance other than that listed...; and other miscellaneous service to the community.” (p. 14)

While both the CBA and local policy documents call for service, these broad categories reward virtually any form of community engagement faculty can dream up. As with teaching and scholarly growth, faculty routinely use service-learning and other community-engaged activities in demonstration of effective teaching as part of successful tenure and promotion applications.

SRU has drafted a revision to the local policy and procedures document to flag for faculty that community engaged service can be used for retention, tenure, and/or promotion (see application section G 9 for revised language). The key revision language reads:

“2. External Community Service & Engagement - evidence of accomplishment in this area includes voluntary contributions to off-campus organizations that are reasonably related to one's discipline and/or expertise. Evidence of community service include but are not limited to: efforts at establishing mutually beneficial (reciprocal) partnerships with the community that seek to increase community leadership and/or capacity for solving problem; Mentoring of other faculty in research, teaching, and/or community engagement activities;

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Meeting community needs by supervising or mentoring community engagement activities; Development of internship programs; implementing intervention programs; training community members and groups; and/or significant contribution to external community service and/or engagement other than covered in items above.”

See more promotion and tenure policy revision details under question G.9.1 below.

G.8 Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? Are there policies for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations?

Yes

G.8.1 List the colleges/schools and/or departments.

SRU has 100% coverage via institutional policies (see questions four through seven). The CBA between PASSHE and system faculty define the promotion and tenure boundaries for all faculty in all colleges, schools, and departments. The CBA allows refinement of the CBA language at the institution level ONLY; through a local tenure and promotion agreement (subject to system approval). Colleges, schools, and departments are not empowered to create their own official promotion and tenure policies. Any policies that exist beyond the institutional level are informal (and technically illegitimate). These cannot undermine the built-in rewards for community-engaged scholarly work without violating the CBA or the local policy agreement.

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

SRU has 100% coverage via institutional policies (see questions four through seven). The CBA between PASSHE and system faculty define the promotion and tenure boundaries for all faculty in all colleges, schools, and departments. The CBA allows refinement of the CBA language at the institution level ONLY; through a local tenure and promotion agreement (subject to system approval). Colleges, schools, and departments are not empowered to create their own official promotion and tenure policies. Any policies that exist beyond the institutional level are informal (and technically illegitimate). These cannot undermine the built-in rewards for community-engaged scholarly work without violating the CBA or the local policy agreement.

G.8.3 Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example:

Since all SRU colleges and departments share the same local tenure and promotion policies (mandated and bound by the CBA), each department adopts and follows the institutional policies that reward faculty scholarly work using community-engaged approaches and methods. The following examples come either from the CBA or the local, institution-level policy document. See questions G.5, G.6, and G.7 above for more explanation of these policies. Also read question G.9 below for the policy revisions that are pending final approval which more

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explicitly reward community-engaged activities.

“Development of experimental programs..., papers delivered at national and regional meetings of professional societies; offices held in professional organizations; invitational lectures given; participation in panels at regional and national meetings of professional organization; grant acquisitions; editorships of professional journals; participation in juried shows; program-related projects; ... consultant ships; research projects and publication record; ...contribution to the scholarly growth of one’s peers; and any other data agreed to by the FACULTY and Administration at local meet and discuss.”

“Testimony of experts in the discipline or related disciplines; Exhibitions; Attendance and participation in professionally organized workshops, institutes, seminars, symposiums, short courses, etc., related to the discipline; Participation in professional organizations which advance a professional field or discipline; Development of new scholarly or practical insights.”

“Quality of participation in program, department, college, and university committees; APSCUF (Association of Pennsylvania College and University Faculty) activity contributing to the governance of the University; development of new course(s) or programs(s); training or assisting other FACULTY MEMBERS in the use of distance education technology; participation in University-wide colloquia; voluntary membership in professionally oriented, community based organizations reasonably related to the FACULTY MEMBER’S discipline; lectures and consultations; consulting with local and area agencies and organizations; and any other data agreed to by the FACULTY and Administration at local meet and discuss.”

G.9 Is there work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

G.9.1 Describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty:

The current revision to the local promotion and tenure (P&T) guidelines for ALL faculty involves a collaboration between faculty and administration, and was initiated by Provost Way. The new P&T policy makes explicit what was implicit in the old CBA—that the CBA rewards community-engaged activities in teaching, scholarly growth, and service. SRU APSCUF and administration recently approved revised guidelines. System level approval is expected by summer. Under teaching effectiveness, the proposed policy promotes community engagement. For example, the proposed policy promotes community engagement by expanding the definition of teaching to include and reward experiences outside the classroom. Under instructional design we explicitly call for faculty to use high-impact practices, including service-learning and others linked to community engagement (e.g., internships, student research, community research). Finally, we call for teaching to focus on the community: “4. Innovation in teaching: ... experiment with new or different teaching methods to match the ability and interests of students with the changing needs of the curriculum, market, and/or needs of the communities.”

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In scholarly growth, we define scholarly growth around Boyer (1996) to legitimize community engagement scholarly activities; and recognize community-engaged activities by adding a host of artifacts generated by community-engagement including:

- Scholarly participation in panels at national, regional, and/or international meetings of civic organizations; • Using professional expertise for the creation, modification, and/or dissemination of services, intervention programs, training programs, formal policies, legislation, and/or other public policy solutions aimed at helping SRU's stakeholders and communities.
- Collaboration with and/or participation in community organizations or activities in which there is significant use of one's expertise.
- Public presentation of scholarly knowledge for academic or applied professional purposes.
- Articles, performances, productions, and exhibitions produced by students under the supervision of the faculty member.
- Faculty creation of data, policy analyses, resource guides, technical reports, research reports policy memorandum, and other analytical products that apply faculty expertise to benefit the common good of the community and other stakeholders.
- The presentation of expert knowledge for applied professional and/or public service purposes.
- The undertaking of a program evaluation to assess and/or ensure the success of a program at mitigating a community's social problems.
- Significant pedagogical contributions (e.g., materials & activities) in the form of new methods of teaching innovative curriculum structures.
- Establishing rigorous frameworks for peer and student review of teaching, mentoring, research, applied scholarship, and/or community engagement.

Under service, the guidelines explicitly recognize community engagement: "2. External Community Service & Engagement - evidence of accomplishment in this area includes voluntary contributions to off-campus organizations that are reasonably related to one's discipline and/or expertise. Evidence of community service include but are not limited to: efforts at establishing mutually beneficial (reciprocal) partnerships with the community that seek to increase community leadership and/or capacity for solving problem; Mentoring of other faculty in research, teaching, and/or community engagement activities; Meeting community needs by supervising or mentoring community engagement activities; Development of internship programs; implementing intervention programs; training community members and groups; and/or significant contribution to external community service and/or engagement other than covered in items above."

G.9.1.1

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

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III. Categories of Community Engagement

A. Curricular Engagement

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

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

A.1 Teaching and Learning

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

Yes

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

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

SRU designates Service-Learning as a high impact practice (HIP), utilizing HIP designations for all courses that are determined to be one of the six recognized high impact practices on campus.

Prior to the origination of the OCEL in fall of 2016, faculty applied for the Service-Learning HIP designation via a three-member committee approval process, utilizing a basic service-learning rubric that was approved by the HIP designation committee.

Following the origination of the OCEL, the need for reconsidering the HIP approval process became clear. Consequently, service-learning HIP designation was put on moratorium for the 2016-2017 academic year. An Assessing Engagement Task Force met weekly for a year to create a clearer and more rigorous process for Service-Learning HIP designation, shifting the designation away from courses toward faculty competence. The Task Force created a service-learning taxonomy, which was based on the work of Julie Hatcher and the Center for Service & Learning at IUPUI (2016). The service-learning taxonomy, entitled Value-Informed Service-Learning at SRU, was rooted in six areas of service-learning best practice within the context of campus-wide values and beliefs. The taxonomy was created to be a reflective assessment tool, aiding in a faculty member's understanding of her current stage of professional practice, resulting in personal developmental goals.

Effective spring 2018 SRU officially adopted high impact practices (HIP) as an institutional performance indicator for the Pennsylvania State System of Higher Education (PASSHE). Receipt of the service-learning HIP designation became contingent on the completion of a service-learning Faculty Learning Community (FLC)—a

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competency-based designation process. The Assessing Engagement Task Force offered its first service-learning FLC in spring 2018. From this point forward, faculty wishing to obtain the service-learning competency and HIP course designation must abide by the following process:

1. **PROOF OF COMPETENCE:** Attendance at a semester-long service-learning FLC to gain information about the SRU service-learning taxonomy and utilize the taxonomy for self-reflection regarding personal strengths and goals along the six areas of the taxonomy. A Self-Assessment Rubric, based on the SRU taxonomy, is used to standardize this process.
2. **APPLICATION:** Following FLC completion, the faculty member submits a course syllabus and request for designation to the OCEL.
3. **DESIGNATION:** The OCEL submits the request to the University Curriculum Committee (UCC) for official verification of course changes. The UCC then directs the University Registrar to designate the course as a HIP service-learning course.

Because designations are at the faculty level rather than the course level, any faculty member wanting to designate additional courses must submit those course syllabi to the OCEL and the process continues in the manner listed above.

Because SRU “reset” its criteria to implement the new process for HIP service-learning course designations in 2017-18, the figures reported in this application are low. However, effective spring 2019, there were 20 official HIP designated faculty and 33 designated courses offered. Twelve additional faculty and 45 designated courses are projected for 2019-20.

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

21

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

1

A.1.3 Is community engagement noted on student transcripts?

Yes

A.1.3.1 Describe how community engagement is noted on student transcripts:

Students who participated in a High Impact Practice course received the letters “HIP” next to the course name prior to spring 2018. After the HIP process reset (as described in A1.1), transcripts will now indicate “HIP-S”. This revision will specifically indicate students who participated in a service-learning course.

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

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4

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

11

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

11

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

2

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

100

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

0

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

0

A.1.9 How many students participated in community-engaged courses in the most recent academic year?

504

A.1.10 What percentage of students at the institution?

6

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

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The Office for Community-Engaged Learning (OCEL) collects the above information on an annual basis each spring in support of SRU's annual report of performance indicators to the Pennsylvania State System of Higher Education (PASSHE). The OCEL also uses the data to share and communicate degree and volume of participation in and with service-learning for purposes of budgeting, campus and community outreach, legitimizing and validating the practice through assessment, and incentivizing additional involvement and interest among new faculty practitioners.

It is estimated that 82 service-learning courses existed during the 2017-2018 academic year, based on self-reported information. However, this number of courses has been altered following the development and implementation of the new SRU Taxonomy for Service-Learning and the faculty learning community requirement, implemented in spring 2018. The new process has brought significant guidance, clarity, and accuracy to tracking and reporting associated with designated faculty practitioners and service-learning courses. The Director of the Office for Community-Engaged Learning tracks and monitors qualifying faculty members and courses identified through the faculty learning community process and submits that information to the University Curriculum Committee for approval. Approved courses are then forwarded to the University Registrar and coded as "HIPS" which creates the official designation that appears in the university course catalog. Reports on HIP designated service-learning courses, identification of faculty practitioners, representative departments, and numbers of students involved can be produced at any time and for any particular semester or academic year from the department of institutional research.

With 12 new faculty members actively seeking HIP service-learning course designations in two service-learning faculty learning communities for spring 2019, the numbers of HIP designated service-learning courses, designated faculty practitioners, departments, and numbers of students is anticipated to significantly increase moving forward.

A.1.12 Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?

Yes

A.1.12.1 Describe the institutional (campus-wide) learning outcomes for students' curricular engagement with community.

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

SRU's University Student Learning Outcomes directly aim to impart skills necessary for effective citizenship generally, and for community engagement specifically:

"Become civically engaged

- a) Acquire and apply skills and knowledge based on partnership and reciprocity within and beyond the university community;
- b) Contribute to the betterment of society."

During fall 2018, SRU further delineated and institutionalized the University Learning Outcomes via general

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education program revisions. The faculty Liberal Studies Revision Committee (LSRC) modeled the Rock Studies Program Outcomes (RSPO) on the AAC&U value rubrics. The RSPO conceptualize student development as a multi-part process, and formally distinguishes these elements in the program. Specifically, the RSPO categorizes learning outcomes into four categories: 1) intellectual and practical skills, 2) demonstrating knowledge of human cultures, diversity, and the physical world and natural world, 3) practicing personal and social responsibility, and 4) engage in integrative and applied learning.

The RSPO help achieve the university wide learning outcomes, and generally focus on skills necessary for effective civic and community engagement. For example, under Intellectual and Practical Skills, the learning outcomes include: critical thinking, quantitative reason, information literacy, express ideas orally and in writing, problem solving, and learn the process of inquiry and analysis. While under Practice Personal and Social Responsibility, the committee adopted: demonstrate knowledge of diverse experiences, cultures, and identities from a systemic perspective; engage in ethical reasoning; engage in global learning; and demonstrate civic knowledge and engagement, among others.

Note that Demonstrate Civic Knowledge and Engagement – Local and Global, most explicitly calls for community-engaged action, not just knowledge, skills, and values. The LSRC assigned assessment this outcome to the required (all students) Social Science Inquiry course. This course's learning outcomes includes:

OUTCOME 1: Students will acquire a basic understanding of theories and models of human behavior in diverse social, political, and economic environments.

OUTCOME 2: Students will successfully apply the basic social scientific thinking skills needed to analyze complex and/or persistent public problems.

OUTCOME 3: Students will demonstrate how social scientific thinking provides a foundation of an informed and engaged citizen who has the capacity to contribute to the public good within their communities.

OUTCOME 4: Students will demonstrate the ability to integrate thinking across disciplines to generate and articulate logical and socially just solutions to complex and/or persistent public problems; which will reflect an understanding of how complex systems of power contribute to inequalities in outcomes.

In addition, the committee also created a requirement where students must choose a four-course "thread" that allows students to experience Integrated and Applied Learning, and Practice Personal and Social Responsibility. The Civic Knowledge and Engagement outcome will be addressed within many of the courses offered.

The LSRC also approved a pilot program to establish the process for requiring civic engagement of all students through either curricular and co-curricular community engagement. The pilot allows us to work out technical and contractual roadblocks, as well as to prove a co-curricular requirement can provide comparable quality and rigor to curricular opportunities.

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

Yes

A.1.13.1 Describe the strategy and mechanism assuring systematic assessment of institutional

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(campus-wide) learning outcomes for students' curricular engagement with community:

The Rock Studies Program Outcomes (RSPO) categorizes learning outcomes into four categories: 1) intellectual and practical skills, 2) demonstrating knowledge of human cultures, diversity, and the physical world and natural world, 3) practicing personal and social responsibility, and 4) engage in integrative and applied learning. One of the core Slippery Rock University (campus-wide) learning outcomes is: "Slippery Rock University students will become civically engaged." This outcome requires that students "acquire and apply skills and knowledge based on partnership and reciprocity within and beyond the university and community" and "contribute to the betterment of society." Departments align this university outcome with program outcomes based on discipline-specific needs. For example, the College of Health, Environment and Sciences at SRU has developed a community engagement data collection process aligned with the needs and processes of the departments within the college. Other colleges, departments and programs fulfill the university outcome for students to "become civically engaged" by connecting this outcome with specific course requirements and outcomes.

Note also that the university ensures assessment through implementation of assessment in the liberal studies program. For example, SRU has institutionalized and enabled effective engagement in a variety of ways through the liberal studies program, most directly through Demonstrate Civic Knowledge and Engagement – Local and Global. The new liberal studies program assigned the assessment of this outcome to the Social Science Inquiry course (which is required of all students). See the course's four learning outcomes in A.12.1 above. The university requires each department that offers a Social Science Inquiry course to provide assessment data every semester the course is offered.

The committee also created a requirement where students must choose a four course "thread" that allows students to experience Integrated and Applied Learning and Practice Personal and Social Responsibility. The four courses in a thread must hit three of eight categories based on the four learning objectives listed above, including Civic Knowledge and Engagement. The eight categories are as follows:

- The Arts
- Culture, Discourse, and Ideas
- Science, Technology, and Mathematics
- Society and Institutions
- Self-Care and Well-Being
- Global Learning and Diversity
- Civic Knowledge and Engagement
- Ethical Reasoning

Each thread must provide annual (or more frequent) assessment data to the university.

A.1.13.2 Describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used:

The university provides data to departments and programs to support assessment for the university outcome, Become Civically Engaged. This data is collected, organized and analyzed through the TracDat database system. Based on discipline-specific needs, specific reporting requirements may vary. Departments are expected to use university assessment data to create improvement plans to achieve university and discipline-specific outcomes.

Data related to liberal studies (Rock Studies) outcomes are collected and reported through TracDat. The University's Office of Planning, Resource Management & Assessment collects and reports on these outcomes. These outcomes are reported to departments to complete the feedback loop through action plans that address

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any deficiencies in outcomes.

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

Yes

A.1.14.1 Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Departments who wish to develop curricular engagement with the community begin by interfacing with the Office for Community-Engaged Learning (OCEL) at Slippery Rock University. This process typically follows an application for the high impact practice "HIP" designation for courses engaged in service-learning. Through this process, discipline- and department-specific learning outcomes are developed for service-learning courses. The process involves an intensive semester-long involvement on the SRU service-learning faculty learning community (FLC). The service-learning FLC ensures that faculty members align courses with the attributes of service learning as defined by the SRU Taxonomy for Service-Learning. These attributes are as follows: reciprocal partnerships, community activities, civic competencies, diversity of interactions and dialogue, critical reflection and assessment.

For example, the OCEL collaborated with a course HCAM425 – Long Term Care to integrate community engagement with the co-curricular Dream Chasers service-learning program. The OCEL and faculty member identified the following course-specific service-learning objectives:

- Describe how diverse life histories and experiences shape an individual's personal values and choices.
- Effectively work individually and in small groups to deliberate across differences to build intergenerational bridges and enhance mutual understanding.
- Reflect on experience to acquire insights, derive personal meaning, and guide future action.
- Understand how to improve the quality of people's lives through community service and learning.
- Understand how civic engagement relates to long term health care.

In addition, the OCEL assists faculty in developing departmental-, discipline- or course-specific outcomes related to peer-reviewed service-learning assessment tools. As appropriate, these tools are used to identify and communicate outcomes that are relevant for departments, disciplines and courses.

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

Yes

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

As described in answer A.14.1, departmental and disciplinary learning outcomes for student curricular engagement with community are defined through High Impact Practice (HIP) designations of service-learning

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courses. HIP-designated courses are identified for assessment through the TracDat assessment database. Outcomes are measured, analyzed and reported through TracDat for all HIP-designated service-learning courses.

In addition, the Slippery Rock University Office for Community Engaged Learning (OCEL) employs a Service-Learning Assessment Coordinator that uses peer-reviewed service-learning assessment tools to organize data and communicate service-learning outcomes. Instruments include:

- Civic-Minded Graduate Scale (CMGS)
- Socially Responsible Leadership (SRLS)
- Tolerance of Ambiguity (TOA - 7-point)
- Locus of Control (LOC)
- Civic Attitudes and Skills Questionnaire for Service-Learning (CASQ)
- SRLS & CASQ
- Promoting Effective Service-learning Partnerships (PESLP)

These service-learning assessment tools are utilized based on appropriateness for each identified service-learning course, as well as each faculty practitioner's unique evaluative or scholarship interest.

A.1.15.2 Describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

Departmental and disciplinary learning outcomes are systematically assessed for HIP-designated service-learning courses. Service-learning courses are identified through a service-learning HIP indicator within TracDat. This data is reported to departmental assessment committees, who then analyze the service-learning course outcomes and develop improvement plans where needed.

The Office for Community Engaged Learning (OCEL) also generates service-learning assessment tool reports for HIP-designated service-learning courses. The OCEL employs a Service-Learning Assessment Coordinator to lead this assessment tool administration, analysis and reporting. Based on the findings and analysis of the assessment tool, faculty develop improvement plans to close the loop and define areas for future research.

A.2. Curriculum

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

Curriculum	Selected	Description
Student Research	Yes	<ul style="list-style-type: none">- Nonprofit management: Students majoring in Philanthropy and Nonprofit Management research client needs to develop and carry out recommendations. These students complete a minimum of five course-embedded service-learning projects, plus a 3-credit internship which all include a research component. Research focuses on identifying community needs and developing reciprocal partnerships with clients.- Sustainable Enterprise Accelerator Aquaponics: The Aquaponics Project involves the

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		<p>construction of an aquaponics system in Lukaya, Uganda. The project is expected to extend the local growing season, provide incentives and tools for engaging in empirical research, and establish a market for innovative sustainable agricultural systems in the future. The Aquaponics Project is the product of ongoing collaboration and communication efforts between professionals, Slippery Rock community members, Slippery Rock University students and faculty, Uganda Martyrs University and S.E.A. ambassadors. Professor Joseph Sekandi from Uganda Martyrs University visited SRU in June/July 2017 as a visiting scholar. The two universities are now exploring an MOU for partnering in other areas as well.</p> <p>- Parks & Conservation: Students conduct community-engaged research within PCRM-477 Parks, Wildlife and Wildland Management. This research incorporates community service to address an applied need that has been articulated by the community in partnership with land management professionals at Maurice K. Goddard, Jennings Environmental Education Center, McConnell's Mill, and Moraine State Parks. Examples of student projects completed through this course include: exploration of climate change impact on American woodcock migration; a camera trapping study that compares warm season grass plots, early successional, and forest habitats; stream monitoring in Maurice K. Goddard State Park to inform collaboration with surrounding private agricultural landowners, potential future impacts of loss of eastern hemlock trees and current impacts of hemlock woolly adelgid treatment, evaluating Eastern prairie habitat management efforts, and evaluating the impacts of young forest management on songbirds.</p>
Student Leadership	Yes	<p>- Recreational Therapy: Students in the recreational therapy (RT) introductory course, Recreational Therapy Services, are assigned to work with a client with autism 1:1. Through this experience, they demonstrate and develop leadership skills. Four senior Recreational Therapy majors are also hired each year to plan and implement the programs for this course. These four students organize, plan, create materials, and lead groups. In addition, the senior Recreational Therapy Interventions II class requires that students develop and implement clinically appropriate treatment sessions for adults with severe persistent mental illness. Students complete research to develop these plans, then implement at the recreational clinic on campus.</p> <p>- Community-Engaged Student Leadership: The physical and health education department offers an aquatics minor, which incorporates community-engaged student leadership. Students in the minor's PE348 Aquatic Leadership course are given an option of taking a FEMA course (in addition to 3 required FEMA courses,) or to participate in community-engaged leadership in partnership with the Boy Scouts organization. Participating students lead activities as part of the Boy Scouts "venture" crew. In addition, students may choose to take on leadership roles through the Boy Scouts Fall or Spring camporee, the Fall family camp, or Klondike Derby. During these events, students lead activities such as canoe races, water safety, CPR, scuba diving demos, and first aid.</p>
Internships, Co-ops, Career exploration	Yes	<p>- Sustainable Enterprise Accelerator: Through the SRU Sustainable Enterprise Accelerator (SEA), students are supported to transform bright ideas into profitable business ventures. Currently, there are ~22 active students in different phases of business start-up.</p> <p>- Volunteer Income Tax Assistance (VITA): In the SRU Volunteer Income Tax Assistance (VITA) internship, students are trained and IRS certified to prepare federal and state taxes. Students complete a minimum of 120 hours of tax preparation work at IRS VITA sites.</p> <p>- Harrisburg PASSHE Internship: Through the PA State System of Higher Education internship program, students are given the opportunity to partner with public institutions to engage communities in Pennsylvania.</p>
Study Abroad	Yes	n/a
Alternative Break tied to a course	Yes	n/a

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

Curriculum	Selected	Description
Graduate Studies	Yes	n/a
Core Courses	Yes	n/a
Capstone (Senior-level project)	Yes	n/a
First-Year Sequence	Yes	n/a
General Education	Yes	Slippery Rock University outcomes include: "Slippery Rock University students will become civically engaged." In pursuit of this outcome, the SRU Rock Studies (liberal studies/general education) program has been revised to include a more robust commitment to civic engagement. The new SRU Rock Studies program will include a thread entitled Civic Knowledge and Engagement. This means that each "thread" will have at least one course option that covers civic knowledge and engagement.
In the Majors	Yes	n/a
In the Minors	Yes	n/a

B. Co-Curricular Engagement

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

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

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

Co-Curricular Engagement	Selected	Description

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Social Innovation/entrepreneurship	Yes	Students are able to participate in the Sustainable Enterprise Accelerator in volunteer and non-credit-bearing capacities, while gaining experience in asset-based campus-community partnerships.
Community service projects - outside of the campus	Yes	<p>Shelter Sidekicks is a service-learning program developed in partnership with Butler County Humane Society and Lawrence County Humane Society. Each semester, students travel to these Humane societies for direct service with the staff and animals at these facilities over 6-8 weeks. After engaging in service, students return to campus for reflections where they delve into issues that fall under the guiding questions "Is the care of animals a duty, a service, a privilege, or an investment? Meetings with partners are held at the beginning and end of each academic year, and at the end of Fall semester to review partnership and make any adjustments needed for the upcoming semester.</p> <p>Dream Chasers is an on-going semester-long program in partnership between: SRU's Office for Community-Engaged Learning; Quality Life Services (QLS), a for-profit residential care organization; Don't Stop Dreamin' (DSD), the non-profit arm of QLS that grants "dreams" to residents, and beginning fall 2018, collaboration with Heath Care Administration & Management faculty and courses. Dream Chasers pairs Slippery Rock University students with residents of the QLS's long-term care facilities and, over the six visits throughout the semester, students engage in conversations and activities with the residents. These interactions provide the content that becomes the student-produced written legacies that are then given back to the residents and the residents' families as a keep-sake. SRU student can also use the conversations to complete Don't Stop Dreamin' applications, which help the organization realize dreams for residents, both big and small. Meetings with partners are held at the beginning and end of each semester year to review partnership and make any adjustments needed for the upcoming semester.</p>
Community service projects - within the campus	Yes	Rock Star Neighbors is an on-going co-curricular service-learning program that engages Slippery Rock University students as mentors at the on-campus McKay Child Care Center. Mentors work one-on-one with children from the local community in after school care, and collaborate with the Center staff to evolve the program each semester to better achieve Center, student, and programmatic goals. Mentees, ranging from five to ten years old, engage in structured activities that help them gain knowledge and skills that emphasize what it means to be a "good neighbor" or member of a community. Mentors engage in reflection sessions throughout the semester to process the service experience, learn about the role of mentorship in youth development, and connect their service-learning experience to their future goals.
Alternative break - domestic	Yes	<p>Since Fall 2016, domestic alternative breaks have evolved from low-achieving service trips to Domestic Global Service-Learning (GSLDs) programs. The portfolio of co-curricular domestic GSL experiences is grounded in issue-based reflective service with on-going and developing partnership sites. Communication with our community partners begins nine months prior to the travel component of the experience. Student leaders, called Experiential Learning Facilitators, communicate with service partners to coordinate timelines and begin logistics. Students emphasize the value of partner knowledge in shaping the program and ask for suggestions for supplemental educational programming and recommendations for local restaurants, shops, and cultural experiences. Then, the students build off of those resources to create the itinerary and reflective learning plan for the pre-departures meetings and on-site experiences.</p> <p>At the end of each program, an OCEL professional staff member sits down with on-site partners to collaboratively review the GSLD experience and plan adjustments to better the program for the coming year. Regarding student impact, community partners consistently note that the primary benefits of partnerships with our GSLDs include: completing simple but time consuming tasks that free their staff to complete higher-level work; re-energizing</p>

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		<p>their staff with student enthusiasm; and the increase in awareness of their organizations through students' continued advocacy.</p> <p>The professional staff meeting also allows for an exchange of knowledge and ideas to enhance operations beyond the short-term experience. Many of our partners don't have on-going partnerships with local colleges, so OCEL professional staff spend time providing recommendations on how to initiate, engage, and sustain relationships with institutions of higher education or attracting individual students for service, internships, or future employment. In return, nonprofit partners share recommendations including what they are looking for in future employees and community leaders, and how to make university resources more navigable for those outside academics.</p> <p>In addition to current domestic GSLs, the Office for Community-Engaged Learning has hired four student leaders to coordinate the fall 2019 launch of Habitat for Humanity's Collegiate Challenge. As we continue to build the framework for a future formalized developmental model, this addition is intended to provide appropriate "stepping stones" for the broader SRU student population to engage in introductory reflective service and community engagement.</p>
Alternative break - international	Yes	<p>As deep, reciprocal partnerships in international travel-based service opportunities can present a number of challenges, the Office for Community-Engaged Learning (OCEL) frames our experiences through the lens of fair trade learning, and strives for the short-term experience to serve as a catalyst for on-going civic engagement. The OCEL develops International Global Service-Learning programs (GSLs) in partnership with Amizade in Pittsburgh, PA.</p> <p>Students learn about partner communities through the lens of direct service. The knowledge gained through service, pre-departure education, and rigorous in-country reflection serves as context as students confront the social issues of the partner communities, unpack personal responsibility regarding these community priorities, and work to create positive social change.</p> <p>A unique component of GSLs at Slippery Rock University is the "Civic Imagination Project." Participants are charged and empowered to put global citizenship into action by collaboratively stewarding a financial investment of up to \$1,000 in a project, cause, belief, or purpose. The group collectively identifies through reflection that emphasizes priorities voiced by a community, common group values, the realities of implementation, and the potential impact or limitations of \$1000. The group engages community leaders, OCEL professional staff, GSLI program partners (trained SRU staff or faculty), and Amizade staff to create a plan for implementation by the end of the program.</p> <p>Being in close proximity to Amizade, leaders in the field of Fair Trade Learning, SRU has benefitted from close partnership and engagement. In response to a recent thank you email we sent to Amizade staff for joining us in-person to present at a pre-departure meeting, Brandon Blanche-Cohen replied, "We were recently doing a scan of our education partner's alignment with our values, and I'm happy to report the feeling is mutual. SRU . . . continues to be an ethically considerate and highly communicative ally in our work." In March 2019, OCEL professional staff and student leaders, along with a professional staff from Amizade, were accepted to present at the 6th Global Learning Summit (November 2019) titled, "From Doing Reflection to Being Reflective: Activating Student Leadership, Ethical Engagement, and Civic Imagination."</p>
Student leadership	Yes	<p>In fall 2018, SRU's President approved a proposal for the launch of a Bonner Leader program at Slippery Rock University. Housed in the Office for Community-Engaged Learning (OCEL), Bonner Leaders are diverse, high-need students with high potential to</p>

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		<p>develop civic and community leadership. The developmental community service and civic leadership program is being developed utilizing voice from local community leaders (Slippery Rock Borough mayor, grassroots community leaders, and non-profit professionals). As of the submission of this application in April 2019, three Bonner Interns (current students) have been hired and granted the Bonner scholarship as they support programmatic development and Bonner Leader recruitment for the first cohort starting in fall 2019. Our Bonner Leader selection committee will include faculty, staff, student leaders, and community leaders.</p> <p>In the summer of 2018, the First-Year Leader Scholar Program (FLSP) housed in the Office for Student Engagement & Leadership revamped the programmatic curriculum, including a new module on Civic Leadership. The introductory-level reflections for this module are co-created by FLSP Mentors and Service Leadership Coordinators (undergraduate student leaders in the Office for Community-Engaged Learning). With pre-defined civic learning outcomes, FLSP participants participate in individual service experiences, then reflect as a cohort on how service and leadership reinforce each other, and the importance of “effective” service (asking community what is needed, learning about community context, etc.).</p> <p>In spring 2019, the broader Office for Student Engagement & Leadership announced the launch of research-driven Student Leadership Competencies. Student Leadership Competencies serve as a framework to infuse meaningful competency-based learning into the co-curriculum. Civic Responsibility is one of eight categories that encompass 60 total competencies. Within Civic Responsibility, the framework emphasizes the knowledge, values, abilities, and behaviors that build competencies in Diversity, Others’ Circumstances, Inclusion, Social Justice, Social Responsibility, and Service.</p>
Student internships	Yes	n/a
Work-study placements	Yes	<p>Due to the structure of federal and state work-study allocations at Slippery Rock University, there is a decentralized distribution of work-study funds. As of fall 2016, all state and federal work study was performed on campus with no structured community engagement based in reciprocity. With the establishment of the Office for Community-Engaged Learning (OCEL) in fall 2016, OCEL student leaders’ work and training work-study began to shift toward a model of partnership and reciprocity. While partnerships are grounded with the professional OCEL staff for continuity and accountability, student leaders coordinate and execute community-based service-learning experiences with community organizations. Student leaders seeking to create a new service program in the OCEL are required to communicate directly with community organizations to better understand what needs and assets both partners bring to the table.</p> <p>In fall 2018, SRU leadership committed to joining the Bonner Foundation Network with the creation of a Bonner Leader Program. As of spring 2019, the first cohort of five students is being recruited for off-campus work study placements with local non-profits or on-campus positions that are primarily community-facing. SRU’s Bonner Leader Program will maintain the developmental model pioneered by the Bonner Foundation: a continuous co-curricular reflective learning plan that transitions students from direct service, to leadership and capacity building, to scholarship. Community has significant voice in the creation and maintenance of the Bonner Leader program to achieve community-defined priorities while building civic leaders. As of spring 2019, three Bonner Interns have been awarded the \$5000 financial aid package (\$3000 scholarship, \$2000 work study) to begin the 2019-20 academic year. When the program is running at full capacity (40 students), the Bonner program will be leveraging over \$60,000 work-study dollars annually toward campus-community benefit along with over \$120,000 in university scholarships.</p>

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Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	<p>In spring 2017, the Center for Career Education & Development hosted its first Summer Service Expo with the intention of connecting first and second year students with regional nonprofits seeking summer volunteers, interns, and employees. Utilizing feedback collected from students and community partners, the one-time event has transformed into a bi-weekly non-profit employer showcases that better aligns with organizations' hiring timelines and student availability. In spring 2019, Career Education & Development welcomed over 20 regional socially-responsible employers through this program model.</p> <p>In fall 2018, the Student Nonprofit Alliance hosted the 8th annual Sweet and Meet, a networking event for students in the SNA student organization and the Nonprofit Management major or minor to connect and engage with local non-profit and government professionals. The 2018 theme was "SRU and Nonprofits - A Partnership for the Future."</p>
Living-learning communities/residence hall/floor	Yes	n/a
Student teaching assistants	Yes	n/a
Athletics	Yes	n/a
Greek Life	Yes	n/a
Other (please specify)	Yes	<p>The Student Nonprofit Alliance is a registered student organization that operates in the margins between curricular and co-curricular. It is framed as a non-credit-bearing applied learning laboratory for students in the Nonprofit Management major. Members and student leadership have the opportunity to apply academic knowledge gained through event planning and implementation. These annual events include: SNA Nonprofit Academy Awards Gala that the students host to celebrate local nonprofits in the region; Cupcakes for a Cause, a competitive student fundraising event that supports the nonprofits selected by the top three teams; and Sweet and Meet, a networking event for nonprofit professionals and SRU students to share their experiences in and passion for the nonprofit sector, connect new students to community partners, and bring attention to the growing academic major.</p>

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

Yes

B.2.1 Please describe the system used and how it is used.

The Office for Community-Engaged Learning (OCEL) currently oversees the online service management system component of Slippery Rock University's engagement platform CORE (powered by OrgSync). Students and student organizations are able to access community partner information and service opportunities, register through the platform, and have hours confirmed by campus and community partners.

While SRU is not yet ready to launch co-curricular transcripts, students are able to access their involvement history and/or request a report of all logged and confirmed service engagements.

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In 2016, OrgSync was purchased by Campus Labs and by end of summer 2019, all campuses will complete the transition to Campus Labs' Engage digital platform. As part of the OrgSync/Engage contract, SRU will begin utilizing the Give Pulse integration included with the Engage subscription in summer 2019. Further, the Office for Community-Engaged Learning will begin an enhanced contract in July 2019 to expand capacity and better capture engagement and impact. While the service management system of OrgSync was appropriate for our campus' community engagement when the contract began in 2015, our curricular and co-curricular growth will be better served by a system more fully dedicated to community-engagement.

With Give Pulse, students will be able to pull a service-specific "Impact Summary" or log-in to Engage and have that community engagement data compiled into a more holistic co-curricular transcript when the campus is prepared to launch that specific feature.

The Give Pulse platform will not only better serve students as they track their engagement, but our campus and community partners whose needs were not sufficiently met by the limitations of the OrgSync service management system. With the capacity to recruit and manage student and public volunteers, Give Pulse will lessen the administrative burden on local non-profits and enhance the likelihood that students will engage with community members through volunteer events, community programs, and service-learning opportunities.

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

Yes

B.3.1. Please describe the pathways and how students know about them.

The Bonner Leader Program that is confirmed to launch in fall 2019 will lead students through four years of developmental civic growth and leadership. Potential and current Bonner Leaders can access the developmental model on the Bonner portion of the Office for Community-Engaged Learning (OCEL) website. As the Bonner Foundation notes, "This model translates into a scaffolded set of expectations and experiences, both in the context of community service and engagement and within students' academic and co-curricular learning." The Bonner model broadly frames the four-year experience as students move from Direct Service, to Service Leadership, to Capacity-Building, to Scholarship.

The SRU Bonner Leader Program will also be implementing the Eight Themes piloted by other institutions in the Bonner network during the 2018-19 academic year. These themes provide a cohesive co-curricular learning plan for the weekly reflective Bonner Meetings - each framing a semester of an undergraduate's career. Developmental learning progresses through the following themes: "Exploring Identity and Place", "Moving from Service to Solutions", "Developing Leadership Skills", "Knowing Your Issue", "Planning and Managing Projects", "Building Capacity and Organizations", "Preparing for Civically Engaged Lives", and "Leaving a Legacy." Each theme includes four modules to ensure consistent, yet adaptive foundational knowledge.

Within the OCEL's portfolio of on-going service-learning programs and Global Service-Learning program, students are encouraged to progress from participant to an entry- to mid-level leadership role (Service Leadership Coordinator or Experiential Learning Facilitator) and finally to a capstone leadership experience including Service Leadership Coordinator - Program Lead or Global Service-Learning Coordinator (Domestic and International). Students gain a foundation of community-engagement similar to that of the Bonner Leader Program, and the learning is applied through their program-specific lens. Students are also encouraged and

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supported throughout their leadership development to develop and disseminate research and scholarship. In 2017-18, student leader scholarship in the OCEL include two conference presentations and one poster presentation.

The First-Year Leader Scholar Program in Student Engagement & Leadership also contributes to developmental civic growth beginning with a minimum service requirement for mentees. In the FLSP model, first-year students reflect on that experience with their mentors and student leaders from the Office for Community-Engaged Learning. At the end of the reflective education, FLSP mentees receive a presentation on developmental opportunities and receive notification of when those opportunities arise through directed communication.

C. Professional Activity and Scholarship

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

Yes

C.1.1. Provide a minimum of five examples of staff professional activity:

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

Kleemook, J. (2018). Exploring the impacts between residing in a civic engagement and political science living-learning community and an undergraduate student's knowledge of, attitudes toward, and participation in civic engagement. West Chester University Doctoral Projects. 21. (Dissertation)

Rathlef, J., Villers, L., Hauser, S., Steele, K., & Quan, A. (2017). Creating a service identity: Transforming mission from input to impact. Pennsylvania Student Affairs Conference. (Presentation)

Rathlef, J., Al-Ebrahim, B., Hauser, S., & Damato, N. (2019). From doing reflection to being reflective: Activating student leadership, ethical engagement, and civic imagination. Accepted for presentation at Global Service-Learning Summit 6. (Presentation)

Villers, L. (2018) Exceptional Service to Students, Staff, & Faculty. Rising Star Awards, Slippery Rock University. (Award)

AWARD DESCRIPTION: Exceptional commitment to student learning outside of the classroom, have given of their time apart from office hours and job requirements, and have dramatically influenced the lives of students in a positive way.

Villers, L. (2018) Student development towards active citizenship: An exploration of civic learning

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across the co-curricular. Slippery Rock University Professional Development Day. (Presentation)

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

Yes

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

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

The following faculty community engagement scholarship were selected based on relevance and timeliness. Please note that community engagement continues to grow at SRU and we expect professional scholarly activities to grow also.

Arnhold, R. & Toth, M. (2018). Growing together aquaponics: Quality of Life for Individuals with Intellectual and Developmental Disabilities. North American Federation of Adapted Physical Activity Conference. (Presentation)

Bicehouse, V. (2019). Include me: Creating sensory friendly extracurricular activities for students on the autistic spectrum. Critical Questions in Education Conference. (Workshop)

Delvecchio, A. (2019). Course embedded service learning: A case study. NACC 2019 Biennial Conference. (Presentation)

Dick, N., Ciletti, D. & Dick, R. (2018). Developing reciprocal partnerships through community-engaged service-learning. Northeastern Association of Business, Economics and Technology Annual Conference. (Presentation)

Kemeny, E., Hutchins, D., Gramlich, C., Craine, C., & Crandell, L. (2019). Identifying the best protocol: Social engagement or groundwork prior to therapeutic riding. American Journal of Recreation Therapy. (In Press) (Journal Article)

Kemeny, M.E., Hutchins, D., Gramlich, C., Russell, S., & Kerr, R. (2017). Comparative effectiveness of an individualized goal-directed approach and nongoal-directed approach for social outcomes in adolescents with autism spectrum disorder. American Journal of Recreation Therapy, 16(3), 17-28. (Journal Article)

Kemeny, E., Hutchins, D., Gramlich, C., Hey, A., Hoffmann, L., Monahan, A., Reynolds, M, & Savides, C. (2017). I can do it, you can do it: Three different recreational therapy health promotion programs. Research Institute Practice Poster Abstracts, Annual in Therapeutic Recreation, 24, 134. (Poster Presentation)

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Lynch, J. M., & McCleary, M. (2017). Pre-service teachers' perceptions of full inclusion after a service-learning partnership with a day school for students with developmental disabilities. 40th Annual Conference of the Council for Exceptional Children, Teacher Education Division (TED). (Presentation)

Thomas, R. E. W., Laurence, S.*, Smith, J.*, & Hedzik, P*. (2018). Service-learning as a powerful pedagogy for environmental and sustainability education. Presented at the North American Association of Environmental Education conference, Spokane, WA. *Denotes SRU student (Presentation)

Thomas, R. E. W. (2018). Your piece of the puzzle. Keynote address presented at the Pennsylvania Department of Conservation and Natural Resources Bureau of Forestry's Butler County Private Landowner's Convention. Butler County Community College. (Keynote Address)

Walsh, C. (2017). Pre-service teachers empower families to support young literacy learners. Association of Literacy Educators and Researchers Annual Conference. (Presentation)

Wilson, B., Danielson, B., & Hilton, J. (2019). Developing HIP faculty: A pathway to HIP-designated courses. 2019 High Impact Practices in the States Conference. (Presentation)

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

Yes

C.3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:

The purpose of this question is to explore the degree to which community engagement activities have been linked to faculty scholarly activity and staff professional activity. Describe outputs that are recognized and valued as scholarship and professional activity. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, professional positions, and the connection of outreach and partnership activities to scholarship. Broader Impacts of Research activities producing co-created scholarship of investigators and practitioners aimed at meaningful societal impacts could be included here.

The following staff and faculty community engagement scholarship were selected based on relevance and timeliness.

Arnhold, R. & Toth, M. (2018). Growing together aquaponics: Quality of life for individuals with intellectual and developmental disabilities. North American Federation of Adapted Physical Activity Conference. (Presentation)

Arnhold, R. & Hobbs, E. (2017). Rock Life: A Postsecondary education program for students with intellectual disabilities. American Public Health Association National Conference. (Presentation)

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Brewer, H. & Hoffman, O. (2018). Gloga: A new innovative way to promote physical activity through a whole school, whole community, wellness event. Pennsylvania State Association for Health, Physical Education Recreation and Dance Annual Convention. (Presentation)

Carnegie Classification Committee. (2018). How would your community be transformed if Slippery Rock University enhanced its community engagement? Slippery Rock University Professional Development Day. (World Café Workshop)

Davis, S. K., Thomas, R. E. W., Smith, J*, Kehoe, B*, & Laurence, S*. (2018). Environmental Education Cafe. Presented at the Pennsylvania Association of Environmental Education Annual Conference. State College, PA, March, 13. *Denotes SRU student (Presentation)

Laurence, S.*, Thomas, R., Davis, S., & Smith, J.* (2018). Robert A. Macoskey Center for Sustainable Systems Education and Research World Café: Re-envisioning our future through shared dialogue. Slippery Rock University, Slippery Rock, Pennsylvania. *Denotes SRU student (World Café Workshop)

Laurence, S.*, Smith, J.*, Davis, S., & Thomas, R. E. W. (2018). Learning from the past to inform the future: Leveraging campus-community partnerships with dialogue. Presented at the Association for the Advancement of Sustainability in Higher Education. Pittsburgh, PA. October 2018. *Denotes SRU student (Presentation)

Laurence, S*, Smith, J. *, Davis, S., & Thomas, R. E. W. (2018). Macoskey Center World Café: Leveraging campus-community partnerships through dialogue. Presented at the North American Association for Environmental Education meeting. Spokane. Washington. October 2018. *Denotes SRU student (Presentation)

Thomas, R. E. W., Shannon, H., Torrence, J. Davis, S. K., Smith, J*, & Kehoe, B*. (2018). Mission Impossible: Leveraging partnerships, finding synergies, and using thematic interpretation to enhance your EE programs. Presented in partnership with Phipps Conservatory at the Pennsylvania Association of Environmental Educators Conference. State College, PA. March 12, 2018. *Denotes SRU student (Presentation)

D. Community Engagement and other Institutional Initiatives

Please complete all the questions in this section.

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

Yes

D.1.1. Please describe and provide examples:

Diversity and inclusion goals at Slippery Rock University are reflected in our strategic plan, and enacted throughout the university.

In spring 2018, the President's Commission for Racial and Ethnic Diversity (PCRED) implemented a World Cafe to engage the campus and community in conversation and productive collaboration. Utilizing participatory

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leadership techniques, the Commission was able to compile and bring community-sourced information to institutional leadership toward creating a more racially & ethnically diverse campus and community. Similarly, in February 2019, the Slippery Rock Student Government Association (SGA) implemented the Community Cafe model, explicitly directed toward capturing student voice with the goal of “creating a more racially diverse campus community at SRU.”

In spring 2018, the Office for Inclusive Excellence and the Office for Community-Engaged Learning evolved a previously informal partnership to deepen community-engagement, reflection, and reciprocity of the Global Service-Learning (GSL) program in Petersfield, Westmoreland, Jamaica. The partnership had existed informally since 2014. Utilizing SRU’s partnership with Amizade and Amizade’s leading Fair Trade Learning model and practice, a staff member from both SRU offices travelled with the program and supported in the reflective service experience with their respective expertise. Looking ahead and considering the community context, the offices plan the next collaborative trip to Jamaica under the theme of “relationships, identity, and culture” as these are core components of each office’s mission.

Also in spring 2018, the Civic Imagination component of the International Global Service-Learning program in Bolivia led to the creation of the Global Service-Leadership award. The award was designed by students in the Bolivia program to support under-represented and marginalized students in attaining leadership roles in GSL programs. Recipients of the award receive a \$500 scholarship towards the cost of their program fees.

Finally, with the current development of the Bonner Program for fall 2019 at SRU, the Bonner Leader application is being crafted to shift from a merit-based model of service scholarship, to a potential-based model. Students’ lived experiences hold significant weight in the scholarship decision, as opposed to their previous service experiences. As marginalized and low-income potential students have fewer resources or opportunities to engage in service throughout life, we seek to engage students around their passion for one or more social issues and their potential for civic leadership development and community change. This approach is bolstered by the Bonner Program’s founding mission: to provide diverse low-income, under-represented, and first-generation students with the opportunity to attend college, while engaging their talents and educations in building and supporting communities.

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

Yes

D.2.1. Please describe and provide examples:

Community-engagement efforts are directed toward student retention and success in both the curricular and co-curricular. Slippery Rock University invests resources in the training, development, and implementation of High-Impact Practices (HIPs), including academic service-learning courses. Our Center for Teaching and Learning (CTL) and the Office for Community-Engaged Learning (OCEL) support faculty learning communities (FLCs) for academic service-learning practitioners. In fall 2017, Brad Wilson, Associate Provost for Transformational Experiences, while promoting HIPs at SRU said “We know that student participation in HIPs is very beneficial with regard to engagement and long-term success... We are going to be implementing a new plan to help faculty integrate those high-impact practices into their courses, which will receive a special Banner designation so that students can seek them out easily.” In spring 2018, the first FLC cohort was launched for service-learning.

With Tinto (1989) emphasizing the first six weeks of the college experience as critical to student retention,

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students are provided a number of opportunities and experiences in the co-curricular to connect through community-engagement in that time frame. SRU's Sub-Division for Student Success hosts Week of Welcome, programming offered from first-year Move-In Day through the first week of classes. The OCEL has enhanced its community-engaged offerings. These include: a Community Scavenger Hunt that requires students to personally engage with local nonprofits and community landmarks; the Service Luncheon & Site Visits to introduce students to partners in a more comfortable on-campus setting before traveling in groups to common service sites in the region; and the Service Expo, a growing annual gathering of over 30 community and campus organizations where students can learn more about service and engagement opportunities on- and off-campus. Additionally, student service organizations, social-issue clubs, and on-going service-learning programs are highlighted at the annual Involvement Fair hosted by Student Engagement & Leadership. Looking forward, large-scale service events are a priority of the Office for Community-Engaged Learning to continue to meaningfully engage more students with community within the first six weeks of their SRU experience as we build a developmental pathway for community engagement.

Finally, the launch of the Bonner Program at Slippery Rock University signals a commitment to an integrated approach of leveraging community engagement toward the benefit of student retention and success. The Bonner Program model has "proven to be a successful model for the enrollment, retention, and graduation of low-income, first generation, and diverse students."

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

Yes

D.3.1 Please describe and provide examples:

SRU's Institutional Review Board (IRB) relies on CITI courses for ethics IRB training and study approval. SRU faculty, staff and students are required to complete specific Human Subjects Research modules before IRB will approve any research project. SRU's campus and partners have access to three specific CITI training modules focused on community engagement and participatory research. The three modules listed below are part of the CITI Human Subjects Research (HSR) module series and included in the SRU paid subscription with CITI.

CITI Modules:

Introduction to Community Engaged Research (CEnR)

This module discusses the meaning of the term "community," the disciplines and social movements that contributed to the development of CEnR, and the principles that guide CEnR. It also identifies the differences between a traditional research approach and the CEnR approach.

Introduction to Community-Based Participatory Research (CBPR)

The module discusses the historical context for CBPR's framework and philosophical foundation, strategies for effectively using CBPR, and the ways a CBPR approach benefits and otherwise impacts communities, as well as academic researchers and their organizations. It also identifies the ways CBPR differs from traditional approaches to research.

Ethical and Practical Considerations in Community-Engaged Research (CEnR)

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This module identifies the ethical and practical considerations particular to the design, review, and conduct of CEnR. It also demonstrates how to apply ethical risk-benefit assessments for CEnR, the varying impacts that risks and benefits may have on individual research participants as well as on communities and groups, and strategies for training and educating community members on a research team.

D.4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students?

Yes

D.4.1. Please describe and provide examples:

Slippery Rock University faculty are involved in community-engaged research activities that make an impact on the area of therapy for persons with disabilities and veterans. Within the Recreational Therapy Program, faculty have received grants to fund programming and research, including the Equestrian Adaptive Sport program which is aimed at veterans, and the TRAILS program, which assists youth on the autism spectrum.

The Equestrian Adaptive Sport program is a community-based program that provides an instructional equine-assisted program to disabled veterans or active military in Western Pennsylvania, in collaboration with Slippery Rock University's Storm Harbor Equestrian Center. Since 2006, the Equestrian Center has facilitated an equine-assisted program for veterans with disabilities and is equipped to provide equine-assisted activities for individuals with blindness and visual impairments, traumatic brain injury, spinal cord impairments, substance abuse, and posttraumatic stress disorder. Funding for the program has been provided by the Office of Veterans Affairs. Faculty are evaluating program outcomes of the benefits of the program to the veterans, their families, and the SRU Recreational Therapy students who assist in the program.

By measuring cortisol levels and heart rate variability, the Recreational Therapy program used research funding from the Horses and Human's Foundation to compare two interventions on the stress levels of adolescents with autism. Using the TRAILS program, an after-school program for youth on the autism spectrum, the Principal Investigator, who is a member of the International Society for Autism Research, compared therapeutic riding to a stress management protocol. To promote social skills and independence, the program uses recreational modalities such as horseback riding, stress management, archery, hiking, and horticulture. SRU students serve as mentors to the youth who attend, gaining leadership and recreational therapy experience.

Both of the aforementioned programs are a part of a broad area of research and community-engagement efforts within the Recreational Therapy Department. The programs intentionally benefit the community as well as SRU students, while also investigating program outcomes in order to improve future efforts and share findings with the field of Recreational Therapy.

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

Yes

D.5.1. Describe the methods for encouraging and measuring student voter registration and voting.

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SRU uses a mixed (centralized and decentralized) approach to measuring and encouraging voter registration and turnout. Regarding administrative affairs, the administration may take unilateral action under the CBA. Several actions taken by administration include joining the National Study of Learning, Voting and Engagement (NSLVE) in 2015, and subsequently reauthorizing participation through 2023. During the NSLVE process, SRU gives NSLVE access and permission to link student rolls with voter databases, and in return SRU receives verified voter registration and turnout figures.

Turning to civic engagement, the administration encourages voter registration, voting, and other forms of civic engagement indirectly. SRU transfers student fee money (roughly \$2,500,000) directly to SGA to spend on student centered programming and allocates funds to departments for academic enhancement activities. This money supports direct mobilization of campus student groups, the Student Government Association, and departments (primarily the Department of Political Science). These groups often coordinate to set up nonpartisan on-campus (and/or off-campus) voter registration drives each election year; help students find their polling location; set-up the "Election Bus" service to student polling locations on election day; and to give students election related information. The Association of Pennsylvania State College and University Faculty (APSCUF) also independently (and/or in coordination with other campus groups) engages in these activities. In the last two elections, Nextgen America, a progressive non-profit has worked closely with student groups to set up an extensive presence on campus.

Note that while the student groups vary across the years, Pi Sigma Alpha (the political science honor society) and several overtly political organizations often take the lead (College Republicans, College Democrats, Young Americans for Liberty, and Young Progressives). SGA also ran a voter registration and turnout drive for the 2018 midterm election. Each political group also does its own political programming. Pi Sigma Alpha typically sets up debates between the ideological groups to inform the community.

Finally, the Department of Political Science directs considerable curricular efforts to promote universal civic and political engagement. In academic year 2017-18, the department of political science offered 20 section of American National Government (ANG) to approximately 1,000 students (or 2/3 of an average Freshman class). ANG teaches both the theoretical importance of democratic engagement and the practical/how-to political participation knowledge. The department also acts as a clearing-house for campaign jobs and internships.

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

Yes

D.6.1. Describe the ways in which the institution actively promotes discussions of controversial issue:

SRU actively promotes and encourages civic dialog, and recently adopted an Expressive Activities Policy. This document educates the community on many of our basic constitutional rights, responsibilities, and limits regarding campus expression. The document also delineates many of the time, place, and manner restrictions on expression; as well as identifying key processes for those seeking to engage in expressive activity. In terms of restricted activities, the policy only limits expression to those activities recognized as unprotected by the U.S. Constitution, or recognized as subject to reasonable time, place, and manner restrictions.

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SRU provides many opportunities for students to discuss controversial issues as both a component of and complement to community engagement. Since, we addressed most of the community-engaged opportunities in prior questions, we will focus on opportunities that complement our community engagement efforts.

Overall, we have a wide range of programming being offered by student groups, individual faculty, departments, centers, and university administration. A lot of the programming fluctuates based on current events and personal initiative of students and faculty. However, the SRU community does provide a variety of institutionalized opportunities. During 2017-18 these included:

- 1) The Student Nonprofit Alliance "IZE On" biannual social awareness week presented a battery of community engaged programming on Hunger (fall 2017), Adulthood (spring 2018), and Decency (fall 2018).
- 2) SRU Debate Society engages in National Educational Debate Association's National Debate Tournaments.
- 3) SRU students participate in an SRU and Regional Ethics Bowl. The students argue and defend their moral assessment of complex ethical issues.
- 4) Political Science Speaker series discussed current political controversies.
- 5) Pride Center Speaker series held a series of events including bringing in Skylar Kergil to discuss his book "Before I Had the Words" and experiences being transgender, and National Coming Out Day activities.
- 6) Stone House Center for Public Humanities sponsored a Socrates Café for people to exchange their philosophical perspectives.
- 7) SRU's Office of Inclusive Excellence sponsored Black History Month Activities including an event featuring Leon Ford.
- 8) The Vagina Monologues.
- 9) "Live Like a Stoic Week" allowed community members to ponder life and how people should treat others.

Select other opportunities in 2017-18 included:

- 10) The Macoskey Community Café invited the community to help shape the future direction of the Center and assist in strategic visioning.
- 11) SRU hosted Governor Wolf's cabinet for a town hall-like discussion that connects his cabinet with Pennsylvania communities.
- 12) Immigration, Hate-Speech & the Alt-Right panel discussed: how the idea of imagined communities has been used by the Alt-Right in nationalist rhetoric.
- 13) SRU associate vice president for finance chaired the Grove City Rotary Club's ethics symposium for high school students.
- 14) SRU's President's Commission on Disability Issues and the American Sign Language Club held a concert and presentation by Sean Forbes, deaf American hip-hop artist.
- 15) SRU Director of Sustainability held a discussion on sustainability and sustainability activities on campus.
- 16) Learning the Perspective of LGBTQ Students. Participants experienced what it may be like for people to share their identity with others.

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

Yes

D.7.1. Please describe and provide examples:

Slippery Rock University develops and implements curricular and co-curricular programming in social

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innovation and social entrepreneurship through its Sustainable Enterprise Accelerator (SEA.) The mission of the SEA is to “promote economic development through applied student learning opportunities in new venture creation and business consulting” and its vision is to “become a primary resource for student and community involvement in the development of sustainable business enterprises.” To accomplish its mission and vision, the SEA collaborates with 57 clients that include student entrepreneurs, regional entrepreneurs and existing businesses.

SEA programs use social innovation and entrepreneurship to address issues such as climate change, global warming, social justice, and income disparity. Some examples of SEA projects are as follows:

- SEA Aquaponics: The Aquaponics Project involves the construction of an aquaponics system in Lukaya, Uganda. The project is expected to extend the local growing season, provide incentives and tools for engaging in empirical research, and establish a market for innovative sustainable agricultural systems in the future.
- SEA Commercial Kitchen: The SEA Commercial Kitchen is a development project for local farmers and food entrepreneurs to get product to market more efficiently.
- SEA Wilderness Project: The SEA Wilderness Project aims to provide eco-therapy, the applied practice of the emergent field of eco-psychology, which refers to healing and growth nurtured by healthy interaction with the earth. This project plans to provide this service with the use of virtual reality. The SEA Wilderness Project was accepted in to the Clinton Global Initiative University and was represented at its conference in October 2017.
- Idea Lab: The idea lab is an open forum for aspiring entrepreneurs to pitch their ideas. The mission of the Idea Lab is to assist entrepreneurs in transforming their bright ideas into profitable business ventures. This program provides a wide range of services including guidance, resources and idea incubation for startup businesses. These services focus on utilizing sustainability and innovation to open up dynamic opportunities that contribute to the growth of a startup business and mitigate challenges, making business ventures not only profitable, but environmentally, economically, and socially responsible.
- SEA Internships: The SEA offers for-credit internships for students interested in entrepreneurship and sustainability.

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

E.1. Outreach

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

For each category checked above, provide examples:

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Outreach	Selected	Description
Learning centers	Yes	<p>The SRU/SGA Child Care Center is itself a partnership. This nationally accredited, state licensed, non-profit child care program, is owned by the Student Government Association, in partnership with Slippery Rock University. The Student Government Association originally instituted the Center to provide care for the children of SRU students; in order to meet community needs, service has since expanded to offer care to the all local area children.</p> <p>Additionally, the SRU/SGA Child Care Program has established a reciprocal partnership with the local school district entitled Communities Connecting Children (CCC). This partnership includes local early childhood programs and community stakeholders, working together to promote school success for children in the area. The group meets to address issues and ideas for future partnerships; one such initiative that grew from this partnership is the Rising Rockets Camps—two-week summer learning programs for rising K-3 students. SRU/SGA Child Care Center staff team-teach with educators from the area school district in the hopes of increasing school readiness and curbing summer learning loss.</p> <p>The SRU/SGA Child Care Program has also established partnerships with offices across campus to mutually meet needs—of the children in the program and of SRU students on campus, within both curricular and co-curricular departments. Some examples are as follows:</p> <ul style="list-style-type: none"> - Nursing Department and Physical Education Department: SRU students visit the child care center to perform wellness checks, assessing vitals and gross motor abilities. - Dance Department: SRU students plan and execute dance lessons with the child care center, and Rock Dance Company shares dance performances twice per year. - Elementary/Early Childhood Department: Professors partner with the child care center, leading to a variety of initiatives, including child/parent literacy activities and after-school tutoring.
Tutoring	Yes	<p>SRU/SGA Child Care Program As stated under “Learning Centers”, the SRU/SGA Child Care Program has established a partnership with the Elementary/Early Childhood Department. This partnership has led to pre-service teacher education students meeting the need of the child care program by assisting after-school children who are in need of homework assistance and/or tutoring.</p> <p>Elementary/Early Childhood Education Department The Elementary/Early Childhood Department has also partnered with the Slippery Rock Area School District by providing tutoring services for elementary school students. One such example can be found within the ELEC 440 course, ECE Curriculum Integration: Theory into Practice. Course instructors partner with Slippery Rock Area Elementary School teachers, incorporating after-school tutoring for K-5 students as a course requirement, providing real-world experiences for the SRU pre-service teacher education candidates.</p>
Extension programs	Yes	<p>JROTC The JROTC Program through SRU collaborates with nine regional high schools. The ROTC Faculty co-developed the program with participating high schools. Faculty and staff co-instruct for the JROTC cadets.</p> <p>SRU Physical Therapy Pro-Bono Clinic The SRU Physical Therapy Pro-Bono Clinic is a 501(c)3 non-profit student run organization located in the Department of Physical Therapy. The clinic was awarded over \$3,000 dollars in grant funds and worked with area physical therapy centers to secure equipment. The</p>

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		<p>clinic provides free physical therapy services to community members from surrounding. Patients accepted for services are unable to afford treatment or are unable to afford the insurance copay. All services are provided by Doctor of Physical Therapy students and faculty.</p> <p>The Adapted Physical Activity Transition Program (TAP) TAP was co-created for community members with disabilities; this program is designed for high school aged students with disabilities focusing on transitioning to independent living. It is a three-year program focusing on independent living activities, job training, physical activity and nutrition. Once graduated from high school the student can enter phase 2 or the Work Based Learning Experience which requires 90 hours of training.</p> <p>Government Contract Assistance Center SRU is bound to state procurement requirements but the University is committed to assisting the local economy through other means. One example is by instituting and committing resources to the Government Contracting Assistance Center (GCAC). GCAC is a recognized Procurement Technical Assistance Center (PTAC), which provides assistance to businesses interested in pursuing federal, state, and local government contracts and subcontracts. This economic development program is funded by a Defense Logistics Agency (DLA) cooperative agreement, intended to increase the number of businesses capable of participating in government contracting and therefore bring government contract dollars into our local communities. The GCAC office focuses on providing service to our local counties of Beaver and Butler. The GCAC office provides numerous services, including bid preparation and opportunities, marketing assistance, data research and supplier information, training and technical assistance, and hosting annual procurement fairs. The program provides service to businesses in the region.</p> <p>Rock Life Rock Life is a comprehensive post-secondary education program for individuals with disabilities leading to competitive employment and lifelong wellness. Rock Life is dedicated to ensuring that its students are becoming fully immersed in the campus community and are successfully integrated into the academic, residential and vocational areas of community living. The curriculum of the program includes: academic program, pre-employment work-based learning experiences, independent living experiences, and living well. Rock Life provides qualified individuals with intellectual or other developmental disabilities a fully inclusive college experience. This two- or four-year program is tailored to each individual's interests, needs, and ambitions. SRU currently has 12 students who each have personalized schedules, living on and off-campus. These students are enrolled in classes for audit or academic credit. After the first two years, students may transfer into a degree-seeking program if qualified to do so. This program collaborates with community partners to ensure these students are receiving all possible resources to ensure success.</p>
Non-credit courses	Yes	<p>Institute for Learning in Retirement The institute is a member directed organization located off campus in downtown Slippery Rock in the Center for Lifelong and Community Learning. The institute was established through the Leadership Development Program at SRU and provides a robust offering of non-credit programs/workshops with topics co-sponsored with community and university partners. Programs include those focused on technology, interpersonal skills, management, leadership, and health/ wellness. The institute also offers day trips for those who want to continue adventures in lifelong learning.</p>
Evaluation support	Yes	<p>Military Academy Evaluation of Applicants Applicants must have a congressional nomination from either a local congress representative, State Senators, or the Vice President of the United States. Congressman Mike Kelley has requested the assistance from Colonel Joseph C. Richey, Department</p>

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		<p>Chair of the SRU ROTC (Military Science) Program to be a member of the annual board that interviews and evaluates military academy applicants seeking the nomination. Colonel Richey and the board members evaluate each candidate with a structured interview then a board debriefing and rating of each applicant.</p> <p>Volunteer Income Tax Assistance (VITA) The VITA program works collaboratively with the Slippery Rock University College of Business and Center for Community Resources community partner. This program utilizes trained tax preparation (minimum of 120 hours of tax preparation work at IRS Vita sites) students who provide tax preparation to low income persons and families. Since the inception of the program it has helped thousands of tax payers in Butler County, PA and these residents have received \$17 million in tax refunds since 2009. The program has been working with the community partner on plans to expand to better serve the community.</p>
Training programs	Yes	<p>Reserve Officer Training Corps The SRU ROTC (Military Science) Program has 10 faculty and staff and is a non-degree seeking program at SRU. This program is collaboratively funded by the US Army and Slippery Rock University. The ROTC program is housed in the College of Business at SRU and provides a cadre of training and programs for cadets and the community. One well established community program is the partnership with local Boy Scout Troops. The ROTC cadets provide group outdoor survival trainings trips on a biannual basis. These trips allow Boy Scouts to learn valuable survival skills and earn badges pertinent to the Boy Scout Organization.</p> <p>Robert A. Macoskey Center for Sustainable Systems, Education, and Research The Macoskey Center is Slippery Rock University's home for a hands-on sustainability education and action since 1990. The Macoskey Center was created to promote sustainability at SRU and the surrounding communities. The center is located on 83 acres of the university campus and enacts its mission in the following ways. 1. Education about sustainability through community events, workshops and programs; 2. Physical demonstration of sustainable technologies and systems; and 3. Supporting sustainability focused academic initiatives and research.</p> <p>SRU Honors College The mission of the SRU Honors College is to provide unique opportunities for curious, enthusiastic, high caliber students to learn and grow in and out of the classroom, to promote leadership skills while working toward the development of the individual, and to promote the advancement of the university and the community. The Honors College requires students to complete five hours of community service per academic term. Additionally, the Honors college provides opportunities for students to earn honors option points, these points are received when students engage in opportunities such as service learning, students can use these points to offset required coursework.</p>
Professional development centers	Yes	<p>Sustainable Enterprise Accelerator (SEA) The mission of the SEA is to "promote economic development through applied student learning opportunities in new venture creation and business consulting" and its vision is to "become a primary resource for student and community involvement in the development of sustainable business enterprises." To accomplish its mission and vision, the SEA collaborates with 57 partners that include student entrepreneurs, regional entrepreneurs and existing businesses. SEA programs use social innovation and entrepreneurship to address issues such as climate change, global warming, social justice, and income disparity. Some examples of SEA projects are as follows: - SEA Aquaponics: The Aquaponics Project involves the construction of an aquaponics system in Lukaya, Uganda. The project is expected to benefit residential students by</p>

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		<p>extending the local growing season, providing students with incentives and tools for engaging in empirical research, and establishing a market for innovative sustainable agricultural systems in the future.</p> <ul style="list-style-type: none"> - SEA Commercial Kitchen: The SEA Commercial Kitchen is a development project for local farmers and food entrepreneurs to get product to market more efficiently. - SEA Wilderness Project: The SEA Wilderness Project aims to provide eco-therapy, the applied practice of the emergent field of eco-psychology, which refers to healing and growth nurtured by healthy interaction with the earth. This project plans to provide this service with the use of virtual reality. The SEA Wilderness Project was accepted in to the Clinton Global Initiative University in 2017. - Idea Lab: The idea lab is an open forum for aspiring entrepreneurs to pitch their ideas. The mission of the Idea Lab is to assist entrepreneurs in transforming their bright ideas into profitable business ventures. This program provides a wide range of services including guidance, resources and idea incubation for startup businesses. These services focus on utilizing sustainability and innovation to open up dynamic opportunities that contribute to the growth of a startup business and mitigate challenges, making business ventures not only profitable, but environmentally, economically, and socially responsible.
<p>Career assistance and job placement</p>	<p>Yes</p>	<p>Military Academy Evaluation of Applicants Applicants must have a congressional nomination from either a local congressman or congresswoman, State Senators, or the Vice President of the United States. Congressman Mike Kelley has requested the assistance from Colonel Joseph C. Richey, Department Chair of the SRU ROTC (Military Science) Program to be a member of the annual board that interviews and evaluates military academy applicants seeking the nomination.</p> <p>SRU Career Education and Development Office Programs The SRU Career Education and Development Office serves a broad array of stakeholders including students and alumni, faculty and administrators, employers, parents and community members. The ways in which we work with each of these groups is relevant and tailored to their needs and the success of the individuals. The office provides an array of programs and services listed below.</p> <ul style="list-style-type: none"> - Candid Career Video Series - Preparation of Employment Documents - Interview Preparation - Job and Internship Connection - Career Counseling and Certification Assistance for Educators - Presentations and Workshops - Job Fairs & On-Campus Recruiting <p>Career Coaching: The SRU Career Education and Development Office provides individual career coaching sessions as well as webinars designed for alumni, family and friends. The webinars are on a monthly basis and have the potential to reach approximately 70,000 individuals. The following are a few examples of career presentations and workshops:</p> <ul style="list-style-type: none"> - Professionalism and Communication - What can I do with my major? - Resume & Cover Letter Development/Review - Dining Etiquette - Successful Interviewing Strategies - Education Certification Requirements - LinkedIn & Professional Networking (Basic & Advanced) - Social Media & Technology in the Job Search - Dress for Success - Job & Internship Searching - Bills, Budgets, & Benefits

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		<p>- Salary Negotiations</p> <p>Girls Rock This program is designed for girls attending K-12 schools within a 100-mile radius of the SRU campus. This program exposes students to careers/opportunities in the STEM fields. Additionally, the Career Education and Development Office works with the schools to enhance and implement the requirements to meet the Pennsylvania School Act 339 which requires all school districts to have a K-12 School Counseling Plan.</p> <p>Public Library Career Services of Youngstown, Ohio The Director of SRU Career Education & Development Office has collaborated with the Public Library of Youngstown, Ohio to offer in-person career advice, workshops and presentations intended for anyone in the community seeking employment.</p> <p>Clear Channel Radio of Youngstown, Ohio The Director of SRU Career Education & Development Office has teamed up with Clear Channel Radio of Youngstown, Ohio to offer a program that provides career advice and guidance for the public. Individuals are invited to the radio station where they can meet the director and ask any questions they may have.</p>
Other (please specify)	Yes	<p>Professional Development Day Professional Development Day took place in Fall 2018 and included the keynote address from Dr. Dwight Giles, professor emeritus of leadership in education at the College of Education and Human Development at the University of Massachusetts, Boston, whose presentation is titled "Exploring the Promise of an Engaged Campus: Intersections, Identity and Impact."</p> <p>In addition to Dr. Giles' keynote address, Professional Development Day included a two-hour "World Café," which had discussions centered around "How would our community be transformed if SRU enhanced its community engagement?" The World Café was co-developed with community partners.</p>

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

Outreach	Selected	Description
Cultural offerings	Yes	<p>The university is a major provider of cultural offerings in the community. Examples of SRU's contributions include: support of Slippery Rock's annual Village Fest celebration through sponsorships, in-kind donations, and volunteers; the Kaleidoscope Arts Festival provides two weeks of free or low-cost, high-quality arts and cultural programming each April, including the annual, family-oriented Children's Earth Day Celebration in conjunction with the Macoskey Center for environmental education; The Rock Dance Company offers demonstrations to K-12 students in schools and community centers; the Afro-Columbian Dance Ensemble performs regionally for a variety of community partners; the Theatre Department offers a variety of community outreach opportunities, including creative dramatics workshops for local students, coaching for area students competing in the Pittsburgh Public Theater Shakespeare Monologue & Scene Competition, a production season open to both campus and community, and semi-regular opportunities for community members to perform alongside members of the University, including three recent productions of the holiday classic, A CHRISTMAS CAROL. In addition, the annual</p>

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		SRU Performing Arts Series, as well as the SRU departments of dance, music, and art bring a wide variety of music concerts, dance performances, and gallery shows to both campus and community residents.
Athletic offerings	Yes	<p>In addition to numerous physical fitness programs provided to individuals with disabilities (of all types) the university provides athletic facilities to community members and organizations at a minimal cost, consequently SRU is home to a myriad of sports camps and tournaments. The facilities at the university are used for competition (Jack Critchfield Park, James Egli Field, William Lennox Track, Mihalik-Thompson Stadium, Morrow Field House, SRU Softball Complex, and SRU Tennis Courts) and training (Jerry Bejbl Weight Training Center, Gary Benford Weight Room, and the Women's Athletics Training Room). The Aebersol Recreation Center is also available to external community members at a minimal cost for personal recreation use as well as for camps and tournaments.</p> <p>In addition to the provision of facilities, the SRU Athletic department hosts a robust array of sports clinics, summer camps, tournaments and community service activities. Clinics include men's and women's soccer clinics, football clinics, softball and baseball clinics, women's volleyball clinics, women's lacrosse clinics, field hockey clinics, track and field clinics, tennis clinics and cheerleading clinics. Summer camps include cheerleading, men's and women's soccer, women's volleyball, women's field hockey, tennis and track and field.</p> <p>SRU Athletics also hosts regional High School playoff games and championships for Football, baseball, softball, basketball and track and field, as well as Slippery Rock High School's girls and boys swim team for all their practices in home meets. Also included is the annual hosting of the Special Olympics in SRU's athletic facilities and an annual Bocce Ball tournament for area high school special need students.</p>
Library services	Yes	<p>Library membership will provide lending services to any Pennsylvania resident with identification, who is 18 years of age or older. Yearly membership fees are \$10 for an individual membership and \$15 for a family membership. Free memberships are available to affiliates of SRU (e.g. spouses of employed faculty and staff, members of reciprocal borrowing institutions,) to local teachers, and to Slippery Rock residents. Students and faculty from participating LYRASIS institutions may also borrow materials.</p> <p>In fall 2018 the Library services staff launched the mini-workshop "Adulting 101" in partnership with the local Slippery Rock borough public library to leverage community expertise for collaborative learning opportunities for students and residents. The first Adulting 101 engaged a representative from PNC Bank on financial literacy. Future plans involve basic auto maintenance with a local mechanic and scrapbooking with a local community resident with expertise in the arts.</p>
Technology	Yes	<p>The Information and Administrative Technology Services (IATS) department division provides a variety of services for the community at large. This includes video conferencing support, special event support, and access to a variety of programs and information targeted to cyber-security and technical issues/information.</p> <p>Teleconferencing has been a large component of community outreach with technology. IATS has provided a great deal of support for the community ranging in topics from workforce development, mental health state meetings, and police training. IATS has also provided services in the telemedicine areas particularly as it relates to veterans and individual health issues. Veterans are able to come on campus in a private setting and speak directly with medical staff at several hospitals. This activity has helped the campus become a recognized military-friendly campus.</p> <p>Support for a variety of community special events is provided by IATS as well. This includes</p>

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		<p>various legislative meetings, programs revolving around cultural activities such as Chinese New Year, and various community events ranging from religious to community group functions. This has included technical support, access to materials, access to the campus network, and special devices for those needing accessible technology. Support is also given to other departments performing community service such as income-tax support and library access. IATS also provides materials and assists in workshops covering cyber-security or technical issues. IATS has covered technical waste/recycling, cyber-security tips, fraud, and password management. IATS has also allowed public access to our support documents on areas such as software.</p>
Faculty consultation	Yes	<p>Numerous and diverse SRU faculty members serve the community by offering professional consultation services in a variety of ways. For example, Biology faculty periodically identify plants, animals, algae, etc. specimens for members of the community at their request:</p> <p>Special Education faculty such as Dr. Erik Bieniek serves the Watson Institute (special education school) and Dr. Vaughn Bicehouse serves as a consultant to theater groups on sensory friendly production.</p> <p>Dr. Rebecca Thomas in the department of Parks, Conservation, and Resource Management served as keynote speaker in March 2018 for the Bureau of Forestry's private landowner convention at Butler County Community College with over 250 in attendance.</p> <p>Dr. Thomas also provides a certified interpretive guide course for the National Association of Interpretation.</p> <p>Dr. Betsy Kemeny in the department of Recreational Therapy has served for seven years as a subject matter expert on the programming committee of the Woodlands Foundation (serving individuals with disabilities). She also served on the consultation team for the management curriculum in 2017 for the International Council on Active Aging, as well as on a task force for the American Therapeutic Recreation Association to consider the recent changes in PPS SNF.</p> <p>Alice Del Vecchio, who leads SRU's Philanthropy and Non-Profit Management program does on-going pro bono work to serve the needs of local non-profit organization's; in particular, through professional development workshops in partnership with the Alliance for Non-Profit Resources in Butler, PA.</p> <p>And, Dr. John Golden, Director of the SRU Sustainable Enterprise Accelerator (SEA) serves as a consultant to local and regional economic development initiatives; currently supporting Butler County Community College's Community Leadership Initiative with the implementation of an entrepreneurship program to help with economic revitalization in the downtown Butler community.</p>
Other (please specify)	Yes	n/a

E.2. Partnerships

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

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each

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partnership provided. The text for the email that will be sent to your community partner can be found below.

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

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.

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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.

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.

The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.

Partner #1

Project/Collaboration Title	Dream Chasers
Organization Name	Don't Stop Dreamin' Foundation
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Inter-generational engagement, legacy recording, and dream-promotion and funding.
Length of Partnership	2.5 years
Number of faculty involved	1
Number of staff involved	2
Number of students involved	60 per year
Grant funding, if relevant	N/A

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Impact on the institution	Since spring 2017, the Dream Chasers program, housed and supported through the Office for Community-Engaged learning (OCEL), has engaged over 125 SRU students in intergenerational engagement, legacy recording, and assisting with dream proposals for Quality Life Services residents through the Don't Stop Dreamin' Foundation. The Dream Chasers program is led by three student Service Leadership Coordinators, thus providing both service leadership opportunities as well as an on-going co-curricular service experience for SRU students each semester. In fall 2018, the program partnered with a long-term care service-learning course, thus bridging the curricular and co-curricular in mutually-beneficial and reinforcing ways. That partnership significantly enhanced both faculty interest and student participation in the program by reaching its highest recruitment at 33 in spring 2019. Additional faculty and service-learning course partnerships are being explored for 2019-20.
Impact on the community	The for-profit Quality Life Services and its non-profit branch, Don't Stop Dreamin' (DSD), have formed partnerships with both The Legacy Recorder and the SRU Office for Community-Engaged Learning to execute the Dream Chasers program at three regional community sites: Grove City, Mercer, and Chicora. Residents are matched with students based on shared interests and, through the mentorship of the Legacy Recorder, conduct semi-structured life history interviews designed to explore and capture the wisdom, legacies, and dreams of each resident. Legacies are compiled into books that are gifted to residents and families at semester's end and emerging dreams are shared with facility staff so they may be proposed to DSD for approval and funding. Resident participation has also increased along with student volunteers. Both residents and facility staff report enhanced quality of life and greater purpose and meaning in their work as a result of the Dream Chasers partnership and program.
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	

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Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #2

Project/Collaboration Title	Shelter Sidekicks
Organization Name	Butler County Humane Society
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Animal Rights and Advocacy, Pet Socialization for Adoption
Length of Partnership	2.5 years
Number of faculty involved	
Number of staff involved	2
Number of students involved	30 per year
Grant funding, if relevant	n/a
Impact on the institution	This co-curricular service-learning program is lead by student Service Leadership Coordinators and engages SRU students in leadership and an on-going service. Direct service at Butler County Humane Society (BCHS) is enhanced with advocacy work and purposeful critical reflection throughout the program. The program is particularly popular with first-year students, and qualitative data shows a positive impact on interpersonal relationship and ease of transition to college.
Impact on the community	Shelter Sidekicks provides opportunities for animals to continually be socialized, which enhances their chances to be adopted and placed in good homes. As students volunteer consistently throughout the semester, BCHS staff is better able to focus on high-level workloads that help to achieve the organization's mission. Further, student advocacy on responsible adoption and animal care compliment BCHS's efforts in community education.
Project/Collaboration Title	

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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 #3

Project/Collaboration Title	International Global Service-Learning
Organization Name	Amizade Global Service-Learning
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Service Provider and Co-Educator of our annual winter OCEL International Global Service-Learning (GSLI) Programs

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Length of Partnership	3 years
Number of faculty involved	1
Number of staff involved	4
Number of students involved	20-25 per year
Grant funding, if relevant	n/a
Impact on the institution	Placement of SRU students in international community-based contexts combined with education on Fair Trade Learning principles that promote ethical, critically-reflective, and socially-just community engagement practices among GS-L program participants.
Impact on the community	Amizade's Fair Trade Learning principles and practices ensure that service projects are community-defined, contribute to the community's vision for its own development, provide fair compensation for community hosts, maintain transparency of the program budget, and increase opportunity and accessibility for professional development of the host communities as a result of the partnership.
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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Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #4

Project/Collaboration Title	VITA Program
Organization Name	Center for Community Resources
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Volunteer tax prep for low-income persons
Length of Partnership	7 years
Number of faculty involved	2
Number of staff involved	11
Number of students involved	23 per year
Grant funding, if relevant	IRS Grant
Impact on the institution	This year, 37 SRU student volunteers/interns were trained as tax preparers to complete tax returns for low income people in Butler county. These students develop skills in tax preparation: - Basic computer skills for inputting tax return information. - Tax training and certification provided. - Willingness to share time, skills and interests: interns contribute at least 120 hours at a free tax preparation site from approximately mid-January through April 15. - Pride in performing tasks completely and accurately. - Interface with the public in a helpful and supportive manner, including interviewing skills. Interviewing skills training will be provided as needed.
Impact on the community	- During the 2018 tax season, the program completed 2,436 returns refunding over \$4 million dollars. - During the 2018 tax season, the program offered tax preparation for individuals and families with less than \$50,000 of income (for tax year 2017). - SRU provides office space and computers for the interns to complete the taxes at the University's Sustainable Enterprise Accelerator office
Project/Collaboration Title	

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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

Project/Collaboration Title	Sustainable Enterprise Accelerator
Organization Name	North Country Brewery
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Entrepreneurs HIP/innovation

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Length of Partnership	6 years
Number of faculty involved	1
Number of staff involved	1
Number of students involved	30+ per year
Grant funding, if relevant	North Country Brewery Scholarships (\$5,000/yr)
Impact on the institution	The SEA assists in developing competencies for students seeking green jobs and experience in the areas of marketing, web design, search engine optimization (SEO), event planning, and public relations. In addition, the SEA serves as a project mentoring space for SRU MBA students and their projects.
Impact on the community	The SEA maintains active files on 57 clients; cumulatively, these businesses employ hundreds of people from the region. The clients are student entrepreneurs, regional entrepreneurs and existing businesses who are seeking assistance with marketing, web design, SEO, event planning, public relations, and sustainability. Ultimately, the SEA serves to increase both regional employment and economic development.
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	

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Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #6

Project/Collaboration Title	ROTC Program
Organization Name	U.S. Army
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	- Develop cadre & faculty - Develop officers - Family, campus community outreach
Length of Partnership	19 years
Number of faculty involved	5
Number of staff involved	5
Number of students involved	50 students per year
Grant funding, if relevant	n/a
Impact on the institution	- All senior cadets apply for the Leadership minor; benefiting the Department of Interdisciplinary Studies - ROTC Cadre teach a FYRST Seminar session open only to Non-Cadets; benefits the university and Exploratory Learning Department - ROTC Scholarships provide students from all academic disciplines financial capital that is essential to persistence and graduation - Provides 59 Fully Funded Internships: Joint Manufacturing and Technology Center / Rock Island, IL National Forensic Technology Center / Tampa, Florida Nurse Summer Internship Program / Fort Gordon, Ga Army Medical Department / Aberdeen Proving Ground, Md Cadet Troop Leadership Program - 6 Cadets Cadet Advanced Individual Training - 7 Cadets Cadet Summer Leadership Training - 29 Cadets Cultural Understanding and Leadership Program - 13 Cadets
Impact on the community	- JROTC program - American Legion/VFW engagement - Roadside cleanup - Family educational opportunities - Gold Star Families
Project/Collaboration Title	

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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	SOWK 365: Social Work Practice with Groups
Organization Name	The CARE Center/Human Services Center (HSC)
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Enhance learning opportunities and better prepare Social Work students for facilitating groups while meeting community need

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Length of Partnership	2 years
Number of faculty involved	1
Number of staff involved	4
Number of students involved	40 per year
Grant funding, if relevant	
Impact on the institution	Enhanced learning outcomes; create networking opportunities leading to potential internship and/or jobs for Social Work students
Impact on the community	Provide individuals with mental illness new activities and perspectives on various aspects of wellness
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	

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Community Partner Contact	
Email	
Phone	

Partner #8

Project/Collaboration Title	STEM Workshop in the Community
Organization Name	Slippery Rock Area School District
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Introduce the youth to the STEM concepts of computer science, computer programming, and robotics
Length of Partnership	4 years
Number of faculty involved	6
Number of staff involved	
Number of students involved	6
Grant funding, if relevant	n/a
Impact on the institution	Students from computer science and related majors learned the value of their degree and the positive impact students can have on the community.
Impact on the community	Exposing students in rural school districts to cutting-edge technology and teaching computer coding. This has long-term impacts on critical thinking skills and enhanced understanding of STEM concepts, along with broadening future opportunities within STEM fields.
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 #9

Project/Collaboration Title	Older Adult Clinic
Organization Name	Orchard Manor
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Provide Recreational Therapy services for older adults
Length of Partnership	6 years
Number of faculty involved	2
Number of staff involved	1
Number of students involved	50-60 per year

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Grant funding, if relevant	n/a
Impact on the institution	- Students apply Recreational Therapy techniques learned in coursework, doing interventions with older adults on various levels modifying based on need. Student receive feedback from Megan Wilbert verbally and in writing regarding their facilitation skills and ability to meet resident needs. - Students go with Animal Assisted interventions specialist to learn more about the safe application of canine therapy.
Impact on the community	- Older adults receive a variety of interventions (art expression, music, physical activity, cognitive games) based upon particular needs identified by partner and evidence-based practice in the research literature. - Older adults receive canine-therapy every other week in their facility based on request by partner.
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	

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Submitted by Slippery Rock University on 8/15/2018. Last modified on 7/19/2020.

Partner #10

Project/Collaboration Title	Sensory-Friendly Productions
Organization Name	Prime Stage Theater
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	The collaboration incorporates all four areas of scholarship: Teaching & Learning, Discovery, Integration, and Application, and fosters community inclusion. The collaboration extends far beyond the classroom and reaches multiple audiences as well as the public at large. We shine light on the impact of live theater on students and adults with sensory and intellectual deficits. Our work is founded on the belief that drama moves us to express ourselves, it permeates deep within our souls and allows our personal voice to rise to the surface. Students with disabilities and communication limitations are no different from the population at large. They too strive to connect and make sense of their world and drama is one art form that can help foster communication and social interaction.
Length of Partnership	4 years
Number of faculty involved	3
Number of staff involved	1
Number of students involved	20+ per year
Grant funding, if relevant	n/a
Impact on the institution	It affords our special education students the opportunity to be involved with action research and community endeavors that link course objectives to best practices in the field for people with disabilities. They plan evidence-based learning and educational experiences to demonstrate knowledge of common etiologies and the impact of sensory disabilities on learning and the educational experience.
Impact on the community	It advances the inclusion of people with disabilities in the community, and affects people with sensory impairments, physical, intellectual, and health disabilities, and cognitive disabilities in a powerful way by affording them a cultural experience they seldom would have the opportunity in which to partake. It helps to break down barriers to accessibility and acceptance of individuals with disabilities; it also provides potential strategies and skills necessary to overcome potential barriers.
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 #11

Project/Collaboration Title	Humanities Ladder
Organization Name	Aliquippa School District
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	To bring college-level humanities into underserved high school classroom; familiarize (demystify and breakdown barriers to college success) for potential 1st generation college students
Length of Partnership	4 years
Number of faculty involved	13

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Number of staff involved	1
Number of students involved	60
Grant funding, if relevant	NEH: Grable Foundation, PNC foundation
Impact on the institution	Student mentors take on leadership role in organizing the program (from Education, English, etc.); Flagship program of the Stone House Center for Public Humanities
Impact on the community	Giving underserved students opportunities within the humanities, and access to resources they might not have otherwise.
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	

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Partner #12

Project/Collaboration Title	SRU Read to Me
Organization Name	Butler County Prison (BCP)
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	The purpose of the partnership between SRU and BCP is to strengthen the relationship between incarcerated parents and their children via a shared love of reading. Incarcerated parents are filmed reading a children's book, and then the video recording and the children's book are sent to the children of the incarcerated parents.
Length of Partnership	3 years
Number of faculty involved	3
Number of staff involved	
Number of students involved	15-20
Grant funding, if relevant	n/a
Impact on the institution	SRU students gain perspective into the prison system, the lives of incarcerated individuals, and unconventional family units.
Impact on the community	Local families are strengthened by giving parents and children a way to connect beyond simple phone or video calls. The program also encourages early literacy within the community, and especially within a vulnerable population.
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 #13

Project/Collaboration Title	Butler County Social Services
Organization Name	Butler County Children & Youth Services
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Service-learning project associated with INDP 320, Community Development class. Conduct community assessment with focus on inclusivity of adults with intellectual disabilities across the 42 municipalities across Butler County. With shifts in state funding for AID programs, Butler County desired to develop data-driven policy and programs based on findings from students' research. The County also sought examples of best practices of community inclusion currently within the County as well as recommendations from student teams for programs/activities moving forward.
Length of Partnership	2 years
Number of faculty involved	1
Number of staff involved	

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Number of students involved	22 in Fall 2019 INDP 320 class; 6 students currently funded to implement recommendations
Grant funding, if relevant	\$3,000 in 2017-18 from Butler County
Impact on the institution	- Six students received \$800 in stipends for their work in implementing We Belong Together (the student recommended program stemming from the service-learning project). - One of the 2017-18 We Belong Together student leaders was recently hired as a case manager for Butler County adults with intellectual disabilities based in large part on the network created through this class project. - Del Vecchio was awarded Butler County's Collaborator of the year (2018) for her work in coordinating the service-learning project as well as We Belong Together. - We Belong Together received \$7,100 from Butler County to support 2018-19 We Belong Together initiatives. County funds were used to leverage another \$500 from the SRU's President's Commission on Disabilities to support the spring 2019 Totally Inclusive Event .
Impact on the community	This is the second major county-wide assessment that INDP 320 students have completed for Butler County Dept of Human Services. A third initiative was funded for 2018-19 which focuses on wellness across the County. Joyce Ainsworth and County Commissioner, Leslie Osche, note that the cost of conducting research and report organized by INDP 320 Fall 2018 would have exceeded \$75,000. The County would not have been able to pay an outside contractor for the service and therefore the study would not have been conducted. Further, the Commissioners and the Dept of Human Services have been able to create relevant policies and support programming that enhances quality of life for its residents with intellectual disabilities and their families. The County continues to partner with Del Vecchio and the INDP 320 students each time the course is offered and currently is financially support (\$19,000) the two major initiatives (Speak Up Butler County Youth and We Belong Together) and the pilot of a third (Connected4Wellness).
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	

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Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #14

Project/Collaboration Title	Service-learning Project with the Watson Institute
Organization Name	Watson Institute
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	To provide children with special needs access to therapy-based resources available at SRU. SRU students interact with students from the Watson Institute, facilitating a variety of therapy-based activities available through the SRU community, including equine therapy and aquatic therapy.
Length of Partnership	3 years
Number of faculty involved	3
Number of staff involved	8
Number of students involved	50
Grant funding, if relevant	\$3250: SRU Faculty/Student Research Grant; \$1000: Collee of Education ROCK Grant
Impact on the institution	This project aligns with the SRU College of Education mission and goals, as well as the University mission and goals. Service-learning promotes the development of teacher candidates, and this partnership with the Watson Institute provides the SRU community with an excellent opportunity to provide therapy-based services to children with special needs.

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Impact on the community	Providing therapy-based activities for children with special needs. Some anecdotal comments are as follows: "A few of the students in the younger autism class were really struggling with some behaviors and their teacher could not say enough about how great the SRU students were—encouraging, redirecting behaviors, modulating their tone of voices, seemed very comfortable around the kids—these were just a few of the comments. She was very appreciative of the skill set that the SRU students exhibited as they took initiative to move along with the other students so that she was able to work through some behaviors with one particular student. This one student was also very impatient which was causing more behavioral challenges, and the SRU students redirected him and got him up and going on a horse. He settled soon after that as he loves horseback riding. A few of the other students actually had some fear of animals so she was hoping to desensitize them some with the experience today...and it worked! The teacher of the older students commented that the kids all seemed to enjoy the experience and the SRU students did a great job with them. Thanks so much for the wonderful job in organizing the day and the effort that the students put into it. It was a great experience!"
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	

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

Yes

E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:

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

As an institution, Slippery Rock University has made significant strides in the last two years regarding ensuring mutuality and reciprocity in partnerships. Both the formation of the Office for Community-Engaged Learning (OCEL) in the fall of 2016, and the subsequent year-long process of creating and implementing a service-learning taxonomy tailored to the needs of SRU, laid the foundation for institutionalization of mutuality and reciprocity in partnerships. Prior to the formation of the OCEL, many of the community engagement efforts, both domestically and internationally, were aimed solely at outreach to organizations. However, the revision of the service-learning HIP designation process and the establishment of service-learning grant requirements have served to promote and institutionalize mutuality and reciprocity between SRU faculty/staff and community partners.

Following the creation of the service-learning taxonomy, a number of professional development venues have been offered to educate faculty and staff regarding the importance of mutuality and reciprocity. This includes service-learning workshops, service-learning breakfast series, faculty learning communities, and SRU's Professional Development Day in October of 2018.

One of the most effective ways of ensuring mutuality and reciprocity are through the service-learning mini-grants. Mutuality and reciprocity are required elements for faculty members who receive any of the grants, thereby strengthening the institutionalization of this critical element. In order to request grant funding, the faculty member must identify their community partner, as well as agree to allowing the OCEL to survey the community partner at the conclusion of the grant. As stated within the grant application:

"Identification of your service-learning community partners and contact information are REQUIRED in order to be eligible for this grant. The OCEL will send to EACH of your service-learning partners directly at the end of the semester the Promoting Effective Service-Learning Partnerships (PEP-SL) Survey for the purpose of systematically assess community perceptions of SRU's engagement with community and perceived levels/degrees of reciprocity and mutuality in our institutional service-learning efforts."

Finally, as a result of the self-study for this application, it was evident that the University's Strategic Goal 9 required an adjustment to include a higher standard of mutuality and reciprocity. Strategic Goal 9 previously stated, "Support external communities through programming and expertise." This goal was not reflective of mutuality and reciprocity, such that the emphasis was transactional and reflected a top-down, one-way perspective on community involvement. The Carnegie Classification Committee and Advisory Board proposed a revision to Strategic Goal 9, which was unanimously approved by the President's Council on March 25, 2019.

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The revised Goal 9 currently states, "Engage external communities to promote the public good and life-long learning through events, initiatives, and mutually-beneficial partnerships."

Each of these aforementioned efforts reflects a growing institutionalization of mutuality and reciprocity between SRU constituents and community partners. We recognize that efforts are ongoing in this regard and will continue to promote and educate regarding this critical element.

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

Yes

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

The Carnegie Application process has revealed some opportunities to strengthen the systemization of collection and dissemination of findings regarding partnerships, reciprocity, and mutual benefit. Since the origination of the OCEL in 2016, some efforts have been put in place to begin the systematic collection and dissemination of data regarding mutuality and reciprocity.

One means of systematically gathering this information is through the service-learning mini-grant process. This process has intentionally incorporated a requirement for the assessment of community partners. As stated within the grant application,

"The OCEL will send to EACH of your service-learning partners directly at the end of the semester the Promoting Effective Service-Learning Partnerships (PEP-SL) Survey for the purpose of systematically assess community perceptions of SRU's engagement with community and perceived levels/degrees of reciprocity and mutuality in our institutional service-learning efforts."

With the origination of this requirement, the OCEL has also begun the process of publicly sharing these aggregate findings to the community at large.

Another means of gathering this information is through the HIP process. Because of the recent revision of this process, the OCEL is now able to gather data regarding community partners used within service-learning courses. The tracking of community partners facilitates the distribution of the Promoting Effective Service-Learning Partnerships (PEP-SL) Survey to community partners by the OCEL, and the subsequent analysis and reporting of results.

More recently, an OCEL proposal was approved in December 2018 for an Engaged Departments grant program that will launch fall 2019. This grant program will seek to involve a total of nine departmental teams over the next three years. The program will assist in the systematization of assessment in the area of mutuality and reciprocity. As the OCEL broadens its base from work with individual faculty toward departmental initiatives, the institutionalization of commitments and practices associated with the assessment and dissemination of findings at the departmental level will become more integrated and systematized.

IV. Reflection and Additional Information

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

The most significant learning and outcome from the process of completing this application was the realization of how the self-study committee could leverage the application for the purpose of institutional change. Our unsuccessful application in 2015 set in motion an awareness of the degree of institutional commitment that was going to be necessary for SRU to move towards an engaged campus and worthy of classification in 2020. That realization led to the employment of two (2) professional staff and the formation in fall 2016 of the Office for Community-Engaged Learning. Once established, the Office was able to quickly formulate and mobilize strategic partnerships toward advancing SRU's institutionalization efforts using the 2020 Carnegie community engagement application as both a guide and leverage point for inviting key conversations, pursuing initiatives, and building and implementing institutional structures and processes. We feel that some of our major accomplishments achieved through this process include:

- Clearly identifying course attributes of curricular service-learning and implementing a standardized process for training, course designation, and tracking.
- Changing Promotion & Tenure language to explicitly reward community engaged service, teaching, and scholarly growth
- Explicitly adopting civic engagement as an institutional student learning outcome.
- Revising SRU general education to promote civic engagement
- Institutionalizing continuous financial support (mini-grants) for designated service-learning courses.
- Implementing a systematic assessment and process for collecting and disseminating community voice and perspectives on SRU's engagement and service-learning efforts.
- Provision of continuous and on-going professional development opportunities in community engagement for faculty and staff practitioners.
- Development and implementation of annual President's Awards for Civic Engagement.
- Adoption by the SRU President's Council of the proposed revision to Strategic Goal 9 to emphasize reciprocal partnerships and shift an outreach orientation to a partnership one.

As a committee, one of the most significant learning outcomes was the degree by which we came to understand how institutionalized commitments and practices surrounding community voice and reciprocity were lacking at the institution – especially at the departmental level. Findings showed that they indeed existed, but were concentrated around particular individuals or self-selecting departments. Proposing a revision to SRU Strategic Goal 9 to emphasize mutually beneficial partnerships and move toward greater alignment with departmental commitments and practices allowed us to not only educate many on campus as to its importance, but the subsequent adoption by the President's Council stands as one of our major accomplishments through this process.

What has changed over time through SRU's three attempts at classification is how our approach evolved from a focus on completing an application in 2010 and 2015 toward an approach of leveraging the application more intentionally from 2016 on for catalyzing institutional change.

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

n/a

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

The 2020 Elective Community Engagement Application requested information from the 2017-18 academic year, but our application included a sizable amount of information from the 2018-19 academic year as well. It is important to clarify our rationale regarding this decision.

As stated within the reflective response to question one above, the 2015 and 2020 self-study process prompted an evolution of community engagement infrastructure at SRU. Due to the amount of growth and development shown in the current academic year, it seemed necessary to include some of this year's data as well. Not including this data would be doing a disservice to our institution, as well as to the Carnegie process, which has allowed us to leverage much of the information learned from our previous application. Therefore, you will note that a number of responses include data from the 2018-19 academic year, despite the fact that it was not specifically requested within the application.

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

n/a

Request for Permission to use Application for Research:

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

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

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

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.

Yes

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