STOCKTON
UNIVERSITY

The Carnegie Foundation for the Advancement of Teaching
Elective Community Engagement Reclassification Application

Prepared by:

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Campus and Community Context

A. Campus:

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data ([https://nces.ed.gov/ipeds/Home/FindYourCollege)](https://nces.ed.gov/ipeds/Home/FindYourCollege) and Carnegie Basic Classification data ([http://carnegieclassifications.iu.edu/lookup/lookup.php)](http://carnegieclassifications.iu.edu/lookup/lookup.php). (Word limit 500)

A public comprehensive university, Stockton enrolls ~8600 undergraduate and 1000 graduate students, 30% of whom identify as minority race/ethnicities. Most come from Atlantic, our home county, followed by Ocean, Cape May, Cumberland, and Burlington counties. In annual state economic and health reporting, Atlantic, Cumberland, and Cape May consistently rank among the lowest third, with Cape May and Ocean in the middle third. Since our 1969 founding, our mission statements have remained committed to our reciprocal communities even today:

> *Stockton University's mission is to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world…*

Structurally, Stockton has always followed a decentralized, egalitarian philosophy. Academic Affairs fall into seven Schools of related academic disciplines, where faculty members collaborate across disciplinary lines, led by program coordinators who report to their School dean, rather than to department chairs, all of whom collaborate regularly with co-curricular professionals in Student Affairs. This structure keeps us highly accessible to members of our community seeking relationships with multiple units in the university. Thus, co-constructing major community initiatives that range from launching annual arts festivals in our nearest city to hosting rural Pinelands explorations with youth and nature groups with nearly 100 Service-Learning courses in between, is evidence of the way our structure mutually reinforces community engagement. Our 2020 Strategic Plan has advanced a set of themes that also guide the university: Learning, Engagement, Global Awareness, and Sustainability.

Our concept of engagement is broad and includes the intellectual involvement of students with deep learning and the co-curricular, and community activities of students, faculty, staff, and administrators on the campus and in the wider community through active civic work. We aim to create meaningful opportunities for Stockton stakeholders to develop personally by supporting engagement and reflection.

We also engage with partners from a broad range of constituency groups, evident in the names of our 14 largely faculty-led centers, institutes, and offices:

- The Stockton Center for Economic and Financial Literacy (SCFL)
- The Office of Global Engagement
- The Center on Successful Aging (SCOSA)
- The Levenson Institute of Gaming, Hospitality and Tourism (LIGHT)
- The Center for Public Safety & Security
- The Sara & Sam Schoffer Holocaust Resource Center

- The South Jersey Culture and History Center
- The William J. Hughes Center for Public Policy
- The Washington Internship Program
- The Small Business Development Center of Atlantic, Cape May & Cumberland
- The Coastal Research Center (CRC)
- The Southern Regional Institute (SRI) and Educational Technology Training Center (ETTC)
- The Office of Service-Learning (OSL) – includes Bonner Leaders

*The Stockton Center for Community Engagement (SCCE)

*The Stockton Center for Community Engagement (SCCE) both coordinates our efforts and focuses on specific programs that include our entire university community. Examples of SCCE outreach initiatives include naturalization classes, English language classes, and social activities with older adults, all of which are in partnership with community and governmental organizations. Our SCCE Executive Director has led our regular Community Engagement meetings, focus groups, and our re-classification efforts.

B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data. (Word limit 500)

For nearly 50 years, Stockton has served as a major cultural and educational hub in South Jersey where our partners in the arts, theater, music, and civic leadership thrive. Our main campus in Galloway is nestled among nearly 2000 acres of Pinelands Preserve, which we steward in collaboration with many community partners who share an enduring commitment to environmental sustainability.

Additional partnership sites in Atlantic County include an Aviation Research and Technology Park, a central component of our home county's Economic Development Master Plan; and a Kramer Hall Instructional Site in the western part of the county, home to a cultural art museum and sponsoring dozens of community groups and events as part of Hammonton's downtown renaissance plan. Similarly, in Cape May County, our Anne Azeez Hall in Woodbine hosts historical exhibits, community groups, and events in strong partnership with the Jewish-American community in nearby Cumberland County. Likewise, in Ocean County, Stockton's Manahawkin Instructional Site hosts a monthly series of community-focused events that range from local economy to water quality and healthcare.

Recognized by New Jersey's Secretary of Higher Education as an Anchor Institution, Stockton's newest Atlantic City Campus was preceded by community partnerships like three after-school programs where 168 Stockton volunteers from nearly every academic major annually engage in homework activities with ~300 public school students, in collaboration with the Atlantic City Police Department (ACPD), and the Atlantic City Housing Authority and Urban Development Agency. SCCE also manages the university's Campus Kitchens Project, which addresses food insecurity among more than 200 low-income Atlantic County residents, drawing 300 student volunteers from Stockton University and Atlantic City High School. In addition, Stockton has continuously engaged community members at several historically and culturally significant sites: the Carnegie Library Center, the Noyes Arts Garage, and Dante Hall Theater.

In addition to offering more than 600 courses and hosting more than 100 community-focused events, Stockton's Carnegie Library Center houses a Small Business Development Center serving three counties, and a Work-First New Jersey Grant Program, assisting more than 900 clients seeking retraining or employment assistance. Stockton also manages the Civil Rights Garden adjacent to its Carnegie Library Center, which pays tribute to the voices and architects of the Civil Rights Movement and serves as a setting for the annual Dr. Martin Luther King, Jr. Day of Service.

Stockton's Noyes Arts Garage houses its namesake's Museum of Art collection, as well as a series of creative maker space booths for emerging artists, galleries, shops, and a café. The African American Heritage Museum of Southern NJ, the only museum of its kind in the state, anchors the facility. Overall, the Arts Garage hosts more than 80 special events annually attracting thousands of attendees.

Dante Hall Theater also serves as a cornerstone in the newly designated Ducktown Arts District in Atlantic City, attracting over 33,500 attendees to 646 events since 2011. Stockton also maintains an affiliation with the Bay-Atlantic Symphony, which has residencies on Stockton's Galloway campus and in Atlantic City at the Borgata Hotel, Casino & Spa.

Foundational Indicators

A. President/Chancellor's Leadership Statement

Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that: Indicates their perception of where community engagement fits into their leadership of the institution, Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and Discusses how engagement is institutionalized for sustainability in the institution.
Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

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

President's Leadership Statement:

> *"Stockton is committed to student learning through effective and innovative teaching that emphasizes experiential learning. Our goal is to educate students as well-rounded citizens, prepared not only to embark on advanced study or employment after graduation, but also to value lifelong learning, political engagement, and community service.*
>
> *Stockton's Office of Service-Learning and the Stockton Center for Community Engagement (SCCE) lead our civic and community engagement efforts. The University's commitment to service learning dates from 1994, and has grown appreciably in the last few years. From 30 courses offered five years ago, the office now manages nearly 100 courses each year taught by a committed cohort of 59 part-time and full-time faculty.*

Founded in 2012, the SCCE impacts the university's civic and community engagement mission so much so that it reports to the Chief Officer for Academic Programming at our Atlantic City campus, a member of my President's Cabinet. This is meaningful because every cabinet member's role contributes to the depth and breadth of community engagement and to Stockton's commitment to growth and transformation.

The SCCE has developed, and still manages, four homework completion programs in Atlantic City and the neighboring community of Pleasantville. These utilize 168 Stockton volunteers and serve 300 students annually. It also oversees naturalization classes, English language classes, and programming for older adults living in Atlantic City's subsidized housing, as well as the Campus Kitchen at Atlantic City initiative. This last program is a collaboration between Stockton University and Atlantic City High School which addresses food insecurity among low-income residents. Indeed, because of its recent growth and commitment to Atlantic City's revitalization, the state designated Stockton an Anchor Institution in 2016.

While many schools offer service learning activities, Stockton has gone one step further, developing a full major devoted to researching and analyzing service, the Bachelor's in Liberal Arts with a concentration in Community Leadership and Civic Engagement. Launched to coincide with the opening of our AC campus last fall, students in this program work with a team of faculty advisors to chart their course of study and take advantage of a wide range of Stockton's resources for experiential learning within campus and community networks. National organizations have taken notice of our work, including the American Association of State Colleges and Universities that recognized Stockton with its inaugural Award for Excellence and Innovation in Civic Learning and Engagement in 2017.

Expanding our campus reach, building meaningful long-term relationships with area communities, embedding civicmindedness into our curriculum are building blocks that collectively demonstrate Stockton's commitment to regional growth and the creation of mutually beneficial and reciprocal partnerships. To remain relevant, institutions of higher education must continuously challenge themselves to stretch beyond traditional definitions of education. Stockton recognizes that it is training the next generation of citizens—in our classrooms, in our programs, and in our neighborhoods. It is an incredible responsibility and I am so proud to have Stockton be a part of the successes we will all share as a community in the months and years to come."

Annual addresses/speeches: (Word limit 500):

Kesselman, Stockton Atlantic City Ribbon Cutting Welcoming Remarks, 9/20/2018
"We will never abandon our mission…to provide a quality and affordable education to a diverse body of students who are hungry for knowledge…
…to help them grow and mature into civically engaged citizens with a commitment to life-long learning;
…to promote a culture of civility, acceptance, and to cultivate a strong sense of community.
That is the Stockton way."

Kesselman, Recipient of the 2017 Lillian Levy Standing Ovation Award, 5/15/2017
"Stockton University remains passionately engaged with the Arts and continues to invest in sustaining a wide variety of culturally diverse venues…. Stockton's commitment to the Arts is simply boundless and we

are so honored to be recognized for our authentic and genuine desire to support the Arts throughout all of South Jersey."

Kesselman, Recipient of 2016 Father Thom Schiavo Community Service Award, 5/6/2016
"We, at Stockton, teach our students to be engaged citizens, and they are. We ask our faculty and our staff to be a part of this important conversation. We ask them to promote and collaborate with our communities, to be our partners in cultivating an environment that is transformed through active community and civic engagement. By refocusing our energy on positive change, this sense of community will be profound and palpable. It is what will make South Jersey such a great place to live, work, to raise a family. There really is a specialness to this area of the State, and Stockton is proud to play a part in this specialness…. As I have stated repeatedly to our students, faculty, and staff: the best days of Atlantic City, Atlantic County, and South Jersey are ahead of us. And, I am so thrilled to have Stockton be a part of the many successes we will all share as a community in the months and years to come…"

Kesselman, Inaugural Address 9/23/2016
"This "Stockton Idea" was further enriched by engagement and our collective commitment to developing our mission in concert with the world around us. For example, in 1976, we opened our Performing Arts Center, bringing cultural events and enrichment through music, dance and theater to a region in which few opportunities previously existed.
I mention these few examples to illustrate that during our 45-year history, Stockton has been engaged with those around us, our neighboring schools, local nonprofit and service organizations, and businesses, to provide the most relevant and dynamic external learning opportunities for our students. All of these relationships contribute to the vigor of a Stockton education and the needs of our students, as well as those of our supporters and neighbors in southern New Jersey and beyond.
And, as we move forward, we're listening to our friends and our partners in the region--residents, business and community leaders, government officials – many are here today. To reach its fullest potential, what we do will be — and must be — a collaboration."
https://livestream.com/StocktonUniversity/PresidentialInauguration/videos/136667116

Campus publications (Word limit: 500):

A Great Time to be at Stockton, Posted: September 05, 2017
"We will continue the Stockton tradition of providing forums for students and the community to listen and learn about the perspectives of different and, sometimes controversial, scholars and public figures. We will continue to stimulate the minds of our students – that is our mission - but we will also denounce those who promote hate and violence – that is our responsibility as citizens. Further, we will continue to provide a wide range of Service-Learning opportunities that support our commitment to '"develop engaged and effective citizens."' I invite all of you to join me in participating in these experiences."
https://stockton.edu/president/posts/welcome-fall-2017.html

News, Stockton University, More Than 800 Give Back at 14th MLK Day of Service, January 15, 2018
Stockton President Harvey Kesselman thanked all those who participated, saying public service helps build compassion.
"'Your service is our collective way of answering Martin Luther King, Jr's charge of 'what have you done for others.' Kesselman said."

Kesselman, Annual Report of the President, 2017
"In May, I joined with federal, state, county and local officials for a groundbreaking ceremony for the first of seven buildings at the Stockton Aviation Research & Technology Park in nearby Egg Harbor Township, another major step in helping to diversify the region's economy…..As we continue to expand our footprint in the region and beyond, our focus, as always, remains on serving our students and the community. We are committed to the four pillars of a Stockton education: Learning, Engagement, Global Perspectives and Sustainability." http://online.fliphtml5.com/ivrx/awhi/#p=3

Press Release, February 16, 2016
Stockton President Harvey Kesselman Receives Giving Back Award from INSIGHT into Diversity "I am humbled to be recognized by INSIGHT Into Diversity with the Giving Back Award," said Kesselman. "Stockton is committed to diversity and inclusion, and I am proud to do my part by promoting scholarships, mentoring, academic programs, cultural events and global and community partnerships that build and support a diverse Stockton community. Reaching out to help others brings out the best in all of us, and I am grateful to have the opportunity to serve."
…"The Giving Back Award is being given to leaders of institutions of higher education who exemplify what it truly means to 'give back' to others," said Lenore Pearlstein, publisher of INSIGHT Into Diversity magazine. "These presidents and chancellors are role models, and we honor their efforts to give back to everyone on their campuses and in their communities."
https://intraweb.stockton.edu/eyos/extaffairs/content/docs/pressrel/StocktonKesselmanDiversityAward2016PressRelease.pdf

Other (Word limit: 500):

Kesselman, Recipient of the Metropolitan Business & Citizens Association Community Spirit Award, 2018
"I am extremely humbled by this recognition, and extremely grateful for the MBCA's appreciation of Stockton's efforts and commitment to the advancement of the Atlantic City community.... Stockton will always be committed to providing an environment of excellence for the students we serve; and we will always remain active and vigilant in our duty to be a community builder as an Anchor Institution for our region. This is why the Community Spirit Award speaks to the heart of Stockton. It serves as a reminder of what can be as a result of the depth of our commitment."

Campus Compact News and Blogs, Stockton University Civic Action Plan, January 18, 2018
College and university campuses and their leadership across the country were charged in March, 2016 by National Campus Compact to sign the Campus Compact 30th Anniversary Commitments and Action Statement. Dr. Harvey Kesselman, President of Stockton University, did not hesitate to sign this document; Stockton was a founding member of the New Jersey Campus Compact, and has valued for many years the Campus Compact perspectives and models offered on the national, regional, and state level.
https://compact.org/resource-posts/stockton-university-civic-action-plan/

The Press of Atlantic City, Stockton's Kesselman prepares for inauguration, the future, September 22, 2016
"'Students first' has been a mantra at Stockton since its early motto of "Plant yourself where you can grow." Kesselman's career path embodies that motto, but so does his philosophy. He wants consistent growth in both student numbers and diversity. That includes recruiting locally, but also statewide, nationally and internationally. He wants all students to be engaged not just in Stockton but in the larger South Jersey community. He wants them to graduate in four years with less debt and be sought after by employers and graduate schools. A new freshman-year project started this year. "Success is not just having

a degree, but also Service-Learning and experiential learning that goes beyond their major," he said. "We want them to see life in the real world."
https://www.pressofatlanticcity.com/education/stockton-s-kesselman-prepares-for-inauguration-the-future/article_20027bc6-7fa7-11e6-8adb-c357d7520387.html

B. Institutional Identity and Culture

B. 1.1. *Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?*
□ No **X** Yes

B. 1.1.1. *Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (Word limit: 500):*

Stockton does have an institution-wide definition of community engagement, which is found in the 2020 strategic plan. "Our concept of engagement is broad and includes the intellectual involvement of students with deep learning and the co-curricular, and community activities of students, faculty, staff, and administrators on the campus and in the wider community through active civic work. We aim to create meaningful opportunities for Stockton stakeholders to develop personally by supporting engagement and reflection." (https://stockton.edu/president/documents/2020-teams-overview.pdf)

B. 1.2. *How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists. (Word limit: 500):*

Document Excerpt	Web Link (if available)
Mission or vision statement (Word limit: 500):	https://stockton.edu/president/mission-
Strategic plan (Word limit: 500):	https://stockton.edu/strategic-planning/2020-
Accreditation/reaffirmation document (Word limit: 500):	https://stockton.edu/academic-affairs/documents/middle-states/2012_Decennial_Self-Study-Final_Report.pdf
Other (Word limit: 500): Civic Action Plan	https://stockton.edu/community-

B. 1.2.1. Mission, Vision and Values

On July 5, 2017 Stockton University adopted new Mission, Vision and Values Statements which reflect the institution's understanding of its shifting role in our community. The Mission Statement includes powerful ideas such as a commitment to a diverse student body, serving students from underrepresented populations, and developing engaged students. Our Vision now explicitly outlines our commitment to our community,

"As a community builder and partner in public service, Stockton University will remain committed to the positive development of New Jersey."

Finally, Stockton has, for the first time, communicated its values to the community with Values Statements. The statement for "Community Engagement and Civic Responsibility" reads thusly,

"Stockton University is committed to the positive development of southern New Jersey. Through research, teaching, and community partnerships and service, the University actively seeks to address social and economic issues critical to our state, region, and nation and to contribute to the public good."

This new lens through which we engage our community includes powerful ideas about our commitment to diversity and issues of social justice.

B. 1.2.2. Strategic Plan

Stockton's 2020 Strategic Plan has four themes: Learning, Engagement, Global Awareness, and Sustainability (LEGS). These themes guide the planning processes for all areas of the institution.

On Engagement, the plan states,

> *"Our concept of engagement is broad and includes the intellectual involvement of students with deep learning and the co-curricular, and community activities of students, faculty, staff, and administrators on the campus and in the wider community through active civic work. We aim to create meaningful opportunities for Stockton stakeholders to develop personally by supporting engagement and reflection."*

It is significant that Engagement is one of the LEGS of the institution. Since 2011, Stockton University has dedicated strategic funding to all four of its LEGS themes, publicized on this web page: https://stockton.edu/strategic-planning/2020-projects-awards.html. To date, the Engagement theme has launched 31 of the 85 institutional projects on this page, comprising 83% of the funding: $1,171,209 of the total $1,415,124 awarded to all four themes.

B. 1.2.3. Accreditation/Reaffirmation

Stockton's 2012 Middle States Decennial Self-Study highlights many areas of our institution's commitment to Community Engagement. It outlines our outreach efforts into the community and our effective communication of Service-Learning and community engagement opportunities. Specifically, in 2012 we stated:

"Community engagement is a hallmark of Stockton...Stockton is currently pursuing mechanisms for further refining its success in strengthening formalized and coordinated procedures between the Divisions of Academic and Student Affairs to effectively and efficiently create and develop projects of civic engagement and personal responsibility."

B. 1.2.4. Civic Action Plan

College and university campuses across the country were charged in 2016 by National Campus Compact to sign the Campus Compact 30th Anniversary Commitments and Action Statement. One of the tasks required as part of the Action Statement was the creation of a Civic Action Plan unique to the institution. Our Civic Action Plan highlights Stockton's current civic engagement capacity, as well as its potential future for the next 5-10 years. This document envisions how Stockton University plans to create its own community engagement and civic action brand, promote engagement language, and employ models that

are reflective of the latest research in this field. It is our hope to create a campus-wide climate engaged in civic action and engagement. Specifically, the plan states that:

Our vision is to create a shared dialogue within the institution about what civic action and engagement entails at Stockton University. We are especially invested in enhancing solid and reciprocal connections between Stockton University and in the South Jersey community, particularly as we establish anchor institution status within Atlantic City. The vision is that by integrating consistent language and national best-practices, branding what the Stockton community experiences around civic action and engagement, and making those opportunities available through a digital "Civic Action and Engagement Portal," our goal of making civic action and engagement an embedded part of the culture and climate at Stockton University will be realized.

This is no small challenge, as civic action and engagement has occurred for the past 45 years at Stockton organically and spontaneously. Currently, it happens under the oversight of the Division of Academic Affairs and the Division of Student Affairs. It happens with faculty, it happens with staff, it happens with administrators, and certainly is central to many students' experiences. As a four-year institution in South Jersey, Stockton is committed to setting the example for community members focused on civic engagement and action. So, considering the many units, schools, offices and student groups, clubs, organizations, sororities, fraternities, unions, and individual faculty member researching civic action and engagement that are stakeholders to civic action and engagement at Stockton, as well as the social change agents in the local community, how do we create a central door for all to enter?" While it would be unrealistic to place all these resources and offices in a central location, we have created a website that allows the community on and off campus to "enter" into a civic action and engagement door. https://www.stockton.edu/engagement/

B. 2.1. *Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (Word limit: 500):*

Since the last classification, Stockton has invested in the creation of the Stockton Center for Community Engagement (SCCE), dedicated to coordinating and promoting engagement with our community. The Center has a full-time, doctoral-qualified Executive Director, two full-time master's qualified professionals: a project coordinator and an engagement liaison, a recurring Faculty Fellow on partial release time each term, and 29 funded Student Fellows. Operating in tandem with the Stockton Center for Community Engagement, the Stockton Office of Service-Learning has also expanded to include a full-time master's qualified Director with a team of four professional coordinators, a funded activist-in-residence, a Faculty Fellow on partial release time each term, and a funded AmeriCorps VISTA specialist. In addition to this restructuring, the university has revised its Mission, Vision, and Values to reflect an increased attention to community engagement, and institutionalized the way that funds are allocated for scholarship of engagement for faculty and staff and supported engagement research and initiatives. The University has also included community and civic engagement as a topic covered in the Academic Affairs' divisional summer retreat for faculty and staff.

B. 3.1. *Specify changes in executive leadership since classification and the implications of those changes for community engagement (Word limit: 500):*

Since the 2010 Classification, the position of the "Executive Director of Community Partnerships" was changed to the "Executive Director of the Stockton Center for Community Engagement" and the center was created. This change denoted the institution's understanding of the importance of and commitment to "engagement" over partnerships and gave the position and center a specific mission.

The position now reports to the Associate Vice President for Academic Affairs & Chief Officer for Academic Programming, Atlantic City Campus (& Tenured Associate Professor of Atlantic History), who attends the meetings of the President's cabinet, thus increasing the access and influence that the SCCE has. In addition, the Executive Director has a seat on the Provost's Council that meets monthly. These positions allow us to leverage resources for the SCCE to expand its mission and contribute to the role of Stockton as an Anchor Institution for Atlantic County.

The Office of Service-Learning (OSL) has moved from being a subsidiary of the Grants Office to its own unit of the University. OSL has moved from being staffed by a coordinator and a part-time student worker to being led by a director and two program coordinators supervising dozens of staff. This restructuring and expansion in staffing and the independence of the office has allowed a culture of community-engaged coursework to flourish at the institution. The collaboration between the OSL and the SCCE expands the institution's depth and breadth in South Jersey. Our combined contact network and our diverse expertise and focus allow us to be more woven into our community.

Institutional Commitment

C. Infrastructure

C. 1.1 *As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.*

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement

Provide any relevant links that support the narrative. (Word limit: 500)

Traditionally, community engagement at Stockton has been broadly based, occurring in almost all departments in both divisions: Academic Affairs and Student Affairs. Under the Division of Academic Affairs, the number of centers, offices, and institutes charged with facilitating community interaction in a broad spectrum of areas has increased from 12 to 14, the staff and/or funding for these centers also increased. They have revised and refined their mission, and in every case, these centers, offices, and institutes tied their mission to the impact of the center on our community partners and our institution and on how we can leverage the knowledge of the two.

In July 2012, the University established the Stockton Center for Community Engagement (SCCE) and created the position of Executive Director. Over the last eight years, the operating budget for the SCCE has remained consistent in non-salary allocations, has added a dedicated vehicle for transportation between

program sites in the community, and the staff has tripled to include two full-time support staff, a Faculty Fellow, and Student Fellows to invest in human capital spent in the community.

Administratively the SCCE is situated within the Division of Academic Affairs. This reporting structure facilitates communication between the Administration, the faculty, the Institution, and the Atlantic City community where most of the SCCE programs are held. https://stockton.edu/president/presidential-cabinet.html

The leadership in the SCCE changed in 2014 when the Provost appointed a Social Work Full Professor with extensive community partnerships experience as the Executive Director. The SCCE also formalized its administrative structure, replacing the community partnership workgroup with an Advisory Council that includes three subcommittees—Assessment, Carnegie Reclassification, and Executive Committee. The Advisory Council includes faculty, staff, students, and community partners. The Director of the Office of Service-Learning (OSL) is one of the members of the Advisory Council and works closely with the SCCE staff to advance institutional engagement.

Operating alongside the SCCE, the OSL has moved from being a part of our Grants office to be its own entity, reporting to the Associate Dean of the School of General Studies. It has received two additional full-time staff lines, added a Faculty Fellow, received stipend funding for an Activist-in-Residence, grant funding for AmeriCorps members, and grant funding to support cohorts of Bonner students who are deployed into the community to work with our partners.

The communication required for the coordination of the SCCE, the OSL, and other centers, offices, and institutes and their activities takes place at the monthly Provost's Council meeting and the quarterly SCCE Advisory Council meeting. These centers, offices, and institutes report to an administrator in the Division of Academic Affairs such as a dean, the Associate Vice-President for Academic Affairs and Chief Officer for Academic Programming, or the Provost, who controls the Academic Affairs budget.

https://stockton.edu/community-engagement/
https://stockton.edu/service-learning/index.html

Funding
C. 2.1. *As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community.*

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: 500)

The internal budgetary allocations to support institutional engagement with the community changed in positive and intentional ways. The number of centers, offices, and institutes charged with facilitating community interaction has increased from 12 to 14, the staff and or funding for these centers also increased as noted previously. In July 2012, the University established the Stockton Center for Community Engagement (SCCE) and allocated funds to support the position of an Executive Director and an operational budget to support the administration of the center. The university also supported the hiring of two full-time support staff, one Faculty Fellow, 18 Student Fellows, and one part-time van driver who drives Stockton students to community programs—all important additions to increase human capital in the community. Over the last eight years, the university has maintained a consistent budget for the SCCE

and supported the purchase of a van for the staff of the SCCE and the Office of Service-Learning to transport Stockton students to programs in the community.

Similarly, the Office of Service-Learning (OSL) has also grown in size and scope. The Provost elevated the position of Service-Learning Coordinator to Director with a salary increase, and the OSL received two additional full-time staff members, added a Faculty Fellow, and received stipend funding for an Activist-in-Residence (AIR). The AIR brings a community activist to campus to work directly with the college community. During the year-long position, the AIR provides the college community with community engagement resources, such as holding workshops, leading discussion groups, teaching classes, and assisting in planning projects and campaigns.

The university established 2020 Engagement Funds, in alignment with the 2020 Strategic Plan, in 2012 to support faculty and staff community engagement projects and expanded on the Research and Professional Development funds to include funds for Scholarship of Engagement (R&PD). The focus of the Scholarship of Engagement funds is to strengthen our civic action and engagement. Successful proposals show opportunities to 1) deepen relationships with community partners; 2) effect change by making positive impacts in our local community; 3) document and gather evidence for successfully engaged public scholarship; and 4) differentiate civically focused scholarship from service.

The university also approved a faculty fellows model, and since 2012 the SCCE, the OSL, and other centers, and offices have had funding to support released time for faculty fellows. The university also approved funding to hire an Internship Coordinator to streamline the internship process at Stockton University. Finally, Stockton has institutionalized an internal grants-making round every year, specifically dedicated to the Scholarship of Engagement. Overall, the changes in budgetary allocations show Stockton's sustained and serious commitment to community engagement and public service.

C. 2.2. *As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community.*

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: 500)

Stockton University is a community builder and partner in public service. Over 85% of Stockton's 90 projects that received new external funding in FY 2018, including grants and contracts, highlight Stockton's commitment to engaged teaching, research and service.

Below is a description of a project example:
Stockton's Office of Continuing Studies receives funding support annually from the Atlantic County Workforce Development Board to manage three projects which collaborate with community organizations that service youth and adult clients seeking retraining or pursuing employment. The following are the three projects:

- Work First New Jersey "To Work" Program - $660,007
- The Atlantic County Job and Placement/Job Retention Program - $543,186
- The Atlantic County Out-of-School Youth Opportunity Program - $67,640

The following external budget allocations include new funding figures for programs included in our 2010 application, as well as new funding figures for programs that were not included in the previous application.

External Funding Support: FY 2018

Please note, the external funding report provided in 2010 included three years of data from 2007-2009 while this current report includes only data from fiscal year 2018.

$2,593,558 Continuing Education, 75% Student Involvement, 0% Faculty Research Component
$15,000 Older Adults, 0% Student Involvement, 0% Faculty Research Component
$13,600 Health Related, 15% Student Involvement, 70% Faculty Research Component
$3,252,675 Child Welfare, 75% Student Involvement, 0% Faculty Research Component
$2,093,712 Environmental: Beach & Marine Life, 24% Student Involvement, 53% Faculty Research Component
$160,884 Small Business, 0% Student Involvement, 0% Faculty Research Component
$147,871 K- 12, 15% Student Involvement, 55% Faculty Research Component
$4,000 Aviation Research Engagement, 60% Student Involvement, 30% Faculty Research Component
$10,000 Holocaust, 20% Student Involvement, 0% Faculty Research Component
$388,920 Arts, 27% Student Involvement, 0% Faculty Research Component
$8,680,220 Total

C. 2.3. *As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.*

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: 500)

Since our last application, Stockton University has created three centralized development accounts dedicated to supporting the activities of the Stockton Center for Community Engagement (SCCE); the SCCE general account, the Campus Kitchen account, and the Stockton Center for Community Schools account. These accounts have been the recipients of donor funds since 2015, 2011, and 2009 respectively. In February of 2018, the SCCE was invited to participate in the inaugural Ospreys Give Campaign. The following is the link to the campaign https://ospreysgive.stockton.edu/. This 33-hour online fundraising event allowed donors to direct their donation to over 75 institutional beneficiaries, including many community-focused programs. Stockton's Office of Development designated community engagement as one of the campaign priorities, and will continue to do so. The Office of Development successfully promoted the activities of the SCCE so that the Center met its goal of funding a Student Fellow for a full academic year. In addition, The Office of Development created the Elevate Stockton Campaign to "transform our greater community by supporting innovative ideas."

The following is the list of community engagement and community development programs that have been funded through the Elevate Stockton campaign in 2018.

Tech Trek
Tech Trek is a chance to ensure that girls are engaged in STEM. In 2015, 30 girls from Atlantic and Cape May Counties who are entering 8th grade attended the week-long camp at Stockton University and after

doubling to 60 girls in 2016, it has continued to date, welcoming girls from all 21 counties in New Jersey. $5,515.00

Science Enrichment Academy (SEAS)
The SEAS Program is a two-week residential experimental learning opportunity for high school students. Participants are involved in classroom, laboratory and field experiences as well as an overnight camping exploration. $1,535.00

Speech and Hearing Clinic
The Stockton University Speech and Hearing Clinic provides therapeutic and diagnostic services for children and adults with communication disorders. The services provided at the clinic are conducted by graduate students who work under the direct supervision of a licensed Speech-Language Pathologist certified by the American Speech Language Hearing Association. Services include speech, language, and hearing evaluations as well as treatment for those diagnosed with a communication disorder. $1,035.00

Atlantic City Opportunity Fund
When fully funded, this endowed fund will provide approximately $60,000 annually for initiatives designed to expand Stockton students' engagement with and in Atlantic City.

In addition to these institutional changes, the SCCE's Student Fellows organized two fundraising events to benefit the Center's programs they lead in the community through Five Below and Chipotle. The Fellows' initiative and planning brought funds for direct programming in Atlantic City and Pleasantville and they plan to repeat the events this year.

C. 2.4. *As evidence provided for your earlier classification, you described ways in which the institution invests its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: 500)*

The university dedicated approximately $8,003,970.14 of its operating budget to community engagement and community development in FY 2018-2019--an increase of over two million dollars in the last ten years. These budgetary figures represent salary and non-salary lines in the Academic Affairs and Students Affairs budgets. These figures exclude dollars invested in internships, immersion experiences, clinical practicums, and external grants, which were budget categories reported in our last review as institutional financial resources invested externally in the community.

The following shows examples of community engagement projects/initiatives/programs that the university supported in FY 2018-2019:

- The School of Arts and Humanities (ARHU) facilitated the Annual Arts Summer Camp at the Atlantic City Police Athletic League.

- ARHU, Noyes Museum, the Provost's Office, and President's Office funded the Annual Summer Arts Festival--48 Blocks (named for Atlantic City's geographical footprint) in partnership with the Atlantic City Arts Foundation. It involves arts groups and neighborhood civic organizations in the planning process of events including murals, installations and other visual arts, music, puppet

shows, tai chi, poetry, and dance performance.

- The Provost developed the Diversity Grants as a new funding opportunity to support work that strengthens recruitment and retention of a diverse student, faculty and staff population at Stockton. The following are two of the projects approved, which engage our local community.

- The Future Urban Teachers Uniquely and Responsibly Empowered program will work in tandem with two urban school districts in Atlantic County (Atlantic City and Pleasantville) to identify the "best and brightest" students to engage them in programming and dialogue which will steer them in the direction of the teaching profession.

- New Angles to Success is a mentoring program which offers Stockton students training on the Hooked on Fishing not on Drugs curriculum and fish biology and angling skills, ecology, stewardship, sea-to-table, food security, ecotourism, and life skills. Our trained Stockton students will then become valuable mentors to children in grades 5 and 6 from the Atlantic City school district.

- The Student Affairs Division funded the TV Station programming that benefits the community.

- The School of Natural Sciences and Mathematics funded the Science Enrichment Academy at Stockton (SEAS)--a two-week, residential, college-level interdisciplinary summer program for talented high-school students entering their senior year. The program introduces students to scientific issues and interdisciplinary techniques for addressing scientific questions.

- The institution funded StockHack and the Computer Science Competition. StockHack is a unique event in which high school students will learn how computer science can be applied in their educations by experimenting with interface design and software engineering challenges. The overall themes for the event are innovation and design, with a grand prize going to the most innovative original project.

- The Office of Alumni Affairs funded micro grants for students to further enhance Service-Learning project with their community partners.

- The OSL supported an AmeriCorps Vista position who serves as a paraprofessional with the Atlantic County Prevention Resources organization to manage projects related to the prevention of harm caused by substance misuse and/or violence in Atlantic County.

C. 2.5. *Describe how o the business operations of the campus, positioned as an anchor institution, align with local economic and community development agendas through hiring, purchasing, and procurement in a way that contributes to an institutional commitment to community engagement.*

*o No   **X** Yes*

If Yes: Please describe business operation practices tied to the local community:

Stockton University recognizes that as an Anchor Institution, we are both in and of the community. We have a responsibility to participate and collaborate with multiple constituencies to improve the quality of

life within the community, strive to preserve local identity, and engage in activities that foster the socio/economic health of the region.

Hiring
The Office of Human Resources regularly engages in the community through various outreach programs; the following is a sample of activities that resulted in 275 Atlantic County Residents hired and 22 Atlantic City residents hired within the last academic year.

- Atlantic City Gateway Career Fair held February 2018: More than 80 employers and 4800 job-seekers attended a job fair hosted by Stockton University at the Atlantic City Convention Center.

- Recovery Court: The Office of Human Resources and SOBL Dean Marissa Levy, have partnered to identify work and educational opportunities for recovery court participants. Under this pilot program, individuals referred by the court are hired as temporary staff; upon satisfactory completion of 6-month trial period; individual(s) will be hired as full-time permanent when vacancies exist.

- Targeted Career Fair held July 2018: The Office of Human Resources coordinated a targeted career fair at Atlantic City Carnegie Center. We partnered with NJ OneStop, Salvation Army and other community agencies for applicant referrals.

Purchasing
All University purchasing must be done in accordance with appropriate State laws, regulations, policies and procedures, which include laws related to Small, Women, and Minority Businesses, and New Jersey Business Registration. (https://stockton.edu/procurement-contracting-dev/documents/PurchasingPolicyProced22217.pdf)

Pursuant to N.J.S.A. 52:32-44 vendors providing goods or services with a value of $4,950.00 or more to the College in any single fiscal year must be registered with the Department of Treasury.
The reports from July 2018 show Stockton has 79 vendors from Atlantic County of which 16 are from Atlantic City.

Procurement
In an effort to align Stockton's policies of procurement and contracting with economic and community development, the Director of Procurement and Contracting, who is the President of the New Jersey Higher Education Procurement Association (NJHEPA) is moving forward with this organization in the development of Small Business Fairs that will provide information and training to small business owners on how to register with the State and "how to do business" with the State Colleges and Universities.

The NJHEPA established a subcommittee with members from Stockton, Kean, Rutgers, TCNJ and Thomas Edison all volunteering to prepare the program to move this goal forward. The fairs will be held throughout the State at the various State College/University locations. The first fair will be held in Atlantic City so that Stockton can provide this opportunity to local businesses in Atlantic City.

The Chief Operating Officer of the Atlantic City Campus already initiated this idea and he supports this initiative. The Director of the Small Business Development Center in Atlantic City also supports the idea.

Tracking, Monitoring, and Assessment

C. 3.1. *Provide narratives addressing the following:*
How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

This narrative outlines examples of ways Stockton tracks community engagement.

1. The Pick Six Freshman Engagement Report
The Coordinator of Freshman Seminar, the Assistant Director of Student Development, and the Stockton Center for Community Engagement (SCCE) Community Projects Coordinator track the Pick Six Freshman Engagement data through "Osprey Advantage" software and through event sign-in logs. The Office of Student Development and the SCCE collect the data and compiles it into Excel spreadsheets, and the Coordinator of Freshman Seminar analyzes it. Data are collected at the point of participation for every event; compiled at the end of each semester. Data are used to assess the number of freshmen participating in six or more total engagements events by the end of the academic year. These students attend a breakfast at the end of each semester to debrief and reflect on their engagement.

2. The Program Coordinators' Reports
The Program Coordinator gathers the engagement data. The Program Coordinator solicits data from the program faculty and collates the data from all the program faculty, and the Associate Provost for Strategic Planning, Academic Planning & Assessment/Tenured Associate Professor of Writing provides those data to the SCCE Executive Director. The SCCE Executive Director oversees data mining of the reports for the faculty engagement activities. The final report is created annually in the summer. The Executive Director of the SCCE shares the data with the SCCE Advisory Council. Data are used to understand the depth and scope of our faculty members' engagement with the community; also reported by the President in his annual report to the University Trustees.

3. The Student Affairs Report
The Director of Student Affairs Communications manages the Student Affairs Report. The Director of Student Affairs Communications solicits data from the Student Affairs staff, collates the data, and shares it with the Executive Director of the SCCE who oversees data mining of the reports for the staff engagement activities. The final report is created annually in the summer. The Executive Director of the SCCE shares the data with the SCCE Advisory Council. Data are used to understand the depth and scope of our staff members' engagement with the community, and reported by the President in his annual report to the University Trustees.

We continue to use the BCSE, NSSE and FSSE, the Program Coordinators' reports, and the Scholarly Activities reports. Our annual Program Coordinators' reports include a definition of community engagement aligned with the Carnegie Foundation definition, which serves as a reference for faculty in giving their report and allows us to better analyze the data. The Program Coordinators' Reports now include more narrative of the faculty's engagement work and we can collect a fuller understanding of the

scope of our faculty's work. Since 2010, our faculty has increased the number of community engagement activities they undertake in their own time.

The next step in strengthening reporting will be capturing the community engagement activities of our student clubs and organizations to develop ways to quantify the activities' volume and impact of engagement.

C. 3.2. *Describe the mechanisms used for systematic campus-wide assessment and measurement of the outcomes and impacts of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)*

Stockton's Office of Institutional Research, along with individual Schools, Programs and Centers, systematically assesses and measures its engagement activities with the community in several ways. The following are examples of our assessment; a full rubric can be found at https://stockton.edu/community-engagement/program-assessment.html

1. The Academic Alumni Survey is managed by the Associate Provost for Strategic Planning, Academic Planning & Assessment and the Office of Institutional Research. The survey is distributed bi-annually to two years of alumni via Qualtrics. (The Stockton Center for Community Engagement and the Office of Service-Learning contributed community engagement-related questions to the 2017 Academic Alumni Survey.) Data are used by the Office of the Provost, as well as individual Schools, Programs, and Centers to assess alumni satisfaction and feeling of preparedness post-graduation.

2. The Office of Service-Learning convenes the Annual Service-Learning Community Partner/Faculty Reflection Luncheon. The Office of Service-Learning invites the community partners who hosted Service-Learning course students. At the luncheon, partners' reflections and feedback are compiled by a note-taker and analyzed within a narrative. The data are used to inform program improvements in all areas of implementation.

3. The Office of Institutional Research administers the National Survey of Student Engagement (NSSE) bi-annually to all students via email and survey stations with laptops are set up in public areas of the university so that Stockton staff can encourage students to complete the survey. Data are used to understand student experiences in community engagement and how their experiences might evolve from their freshman year to their senior year.

Focus groups with our community partners were held in June 2018 after the Impact of Service Surveys were collected to explore areas of the data which were unclear and to get deeper insight on ways to increase reciprocity with our partners. The next step of understanding the outcomes and impact of engagement will be to convene focus groups annually. To that end, we convened a reciprocity discussion group of community partners on campus in March 2019. At the meeting, many of our largest partners appreciated the opportunity to discuss the Carnegie Foundation definition; and agreed that meeting annually to assess and plan for the coming year was a commitment all were willing to make.

C3.3. *What are the current findings from the mechanisms used for systematic*

campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: 500)

The systematic assessment findings vary in their focal areas across programs, schools, and the University as a whole, as depicted on the infographic and narrative summaries in our Community Engagement Assessment Plan. For example, these findings from the 2017 Academic Alumni Survey and the 2018 NSSE confirmed that we are reaching or exceeding the benchmarks we set for our students' perceptions of engagement, as summarized below. The biggest changes since our initial classification were the ability to add a new survey to our systematic collection, and to set higher benchmarks that measure more growth in our students' self-reports, even as the NSSE instrument changed during this period of time.

Academic Alumni Survey Findings
The Stockton Center for Community Engagement contributed several questions to the 2017 Academic Alumni Survey. Three findings that describe how the institution prepares students for community engagement were extracted from the full survey to be explained here. The engagement benchmark was that 60% of alumni surveyed would "agree" or "agree strongly" with the following statements. The benchmark was exceeded as seen below.

- 69.44% (N=50) of respondents agreed or agreed strongly that the University provided them with the skill of civic engagement defined as "promoting the quality of life in a community, through both political and non-political processes."

- 69.23% (N=54) of respondents agreed or agreed strongly that the University provided them with the skill of intercultural knowledge and competence defined as "information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts."

- 60.28% (N=44) of respondents agreed or strongly agreed that their Stockton experience prepared them for "social and civic involvement."

The engagement-related questions for this instrument were new and thus there are no previous findings for comparison.

NSSE Findings
The 2010 NSSE question on students' assessment of their ability to contribute to their community was worded differently than the 2016 and 2018 surveys and had different response options. The 2010 questions asked, "How much do you feel that you have contributed to the well-being of your community?" Response options were, "Very Little", "Some", "Quite a Bit", and "Very Much." For the freshman survey in 2010, 82% of respondents selected "Some", "Quite a Bit", or "Very Much." For the senior survey in 2010, 86% of respondents selected "Some", "Quite a Bit", or "Very Much."

The engagement benchmark for the 2016 and 2018 instrument was that 60% or more of respondents would select a four or higher (on a scale where one represents "poor" and seven represents "excellent") when rating their ability to, "Contribute to the well-being of their community." For the 2016 NSSE survey, 92% of freshmen and 93% of seniors surveyed selected a four or higher. For the 2018 NSSE survey, 90% of freshmen and 91% of seniors surveyed selected a four or higher. Mean scores for both years were 5.2 for freshmen and 5.4 for seniors, indicating that as students move through their community engagement experiences at Stockton, they feel more able to make positive changes in the community.

C. 3.4. *Describe the mechanisms, built into any of the data collection or as a complementary process, for defining and measuring quality of community engagement built into any of the data collection or as a complementary process.*
o No X Yes

If yes: Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

The quality of community engagement is described by the community partners, faculty, staff and students' perceptions that the reciprocal relationships created through the engagement work are beneficial to all parties in meeting their personal or organizational goals. Whether all stakeholders are meeting their goals has been measured for the past two years through four annual surveys: Impact of Service Survey – Partners, Impact of Service Survey – Faculty, Impact of Service Survey – Staff and Impact of Service Survey – Students, and through the satisfaction surveys distributed to participants in the SCCE's homework completion, older adults, naturalization, and English learners' programs, the annual community partners' focus groups, and students' reflections on their Service-Learning courses.

As an example, in the FY 2018 Impact of Service Survey – Partners, question 8.1 asks respondents to rate their level of agreement with the following statement, "My partnership with Stockton University has been valuable to this organization." Response options on a five-point Likert Scale range from "Strongly Agree" to "Strongly Disagree." The institutional benchmark for that item of the survey is that 60% or more of the respondents would select "Strongly Agree" or "Agree." We are pleased that in the FY2017 – 2018 survey, 91.77% of community partner respondents stated that they "Strongly Agree" or "Agree" with the statement.

Finally, the quality of community engagement is tied to the community partners, faculty, staff and students' perceptions of our institution in the community and we can measure this with the question included in each Impact of Service Survey, "Please indicate your level of agreement with this statement, 'Stockton University contributes to the well-being of the community'." In the FY2017 – 2018 surveys the percentage of each stakeholder group who chose "Strongly Agree" or "Agree" as their response was as follows:

Faculty	93.75%
Community Partners	96.34%
Staff	92.59%
Students	87.27%

C.3.5 *Outcomes and Impacts on students: Describe one key finding from current data and indicate how you arrived at this finding (Word limit 500):*

Using the Impact of Service Survey – Students, we can describe the students' perceptions of whether they believe their engagement work has increased their ability to effect change.

Methodology: The Assessment of Service Surveys are created in our Qualtrics survey system and administered annually every April using the University's email system. The emails containing a link to the

survey are sent three times over six weeks throughout April and May. The survey was administered to 8,500 students and 546 responses were collected which calculates to a 6.4% response rate. Although not generalizable, the results can be used to describe that subset of student perceptions.

Outcome: Respondents were presented a five-point Likert scale asking them to respond with their level of agreement (response options ranged from "Strongly Agree" to Strongly Disagree") with the following statement, "My community engagement work at Stockton has increased my ability to effect change." The institution's benchmark for this item is that 60% or more of respondents would select "strongly agree" or "agree." In the FY 2018 survey, 66.67% of students stated that they "Strongly Agree" or "Agree" with the statement.

C. 3.6. *Outcomes and Impacts on faculty: Describe one key finding from current data and indicate how you arrived at this finding (Word limit 500):*

Using the Impact of Service Survey – Faculty, we can describe the faculty's perceptions of whether their community engagement work has been valuable to them as educators.

Methodology: parallels our Student survey by using the Qualtrics survey system and administering annually every April using the University's email system. The emails containing a link to the survey are sent three times over six weeks throughout April and May. The survey was administered to 344 faculty and 49 responses were collected which calculates to a 14.2% response rate.

Outcome: Respondents were presented a five-point Likert scale asking them to respond with their level of agreement (response options ranged from "Strongly Agree" to Strongly Disagree") with the following statement, "My community engagement work at Stockton has been valuable to me as a teacher." The institution's benchmark for this item is that 60% or more of respondents would select "strongly agree" or "agree." In the FY 2018 survey, 75.51% of faculty stated that they "Strongly Agree" or "Agree" with the statement.

C. 3.7. *Outcomes and Impacts on community: Describe one key finding from current data and indicate how you arrived at this finding (Word limit 500):*

Using the Impact of Service Survey – Partners, we can describe our community partners' perceptions of whether they believe that their partnerships with Stockton University have benefited community members.

Methodology: Similarly, the Partner Surveys are created in our Qualtrics survey system and administered annually every April using the University's email system. The emails containing a link to the survey are sent three times over six weeks throughout April and May. The SCCE distributed the surveys to on- and off-campus partners and schools of the university then forwarded the survey to their off-campus partners. Because of the wide distribution of the survey, it is not possible to say exactly how many university partners received the survey or to calculate a response rate. 85 responses were collected.

Outcome: Respondents were presented a five-point Likert scale asking them to respond with their level of agreement (response options ranged from "Strongly Agree" to Strongly Disagree") with the following statement, "My partnership with Stockton University has benefited community members." The institution's benchmark for this item is that 60% or more of respondents would select "strongly agree" or

"agree." In the FY 2018 survey, 87.06% of respondents stated that they "Strongly Agree" or "Agree" with the statement.

C. 3.8. *Outcomes Impacts on institution: Describe one key finding from current data and indicate how you arrived at this finding (Word limit 500):*

One key finding from our institution-wide assessment activities was based on community feedback. Our partners identified specific strengths they perceived, and challenges that guided our action plan.

Methodology: We conducted a community partners' focus group over the summer of 2018. Six community partners participated in discussions guided by the following questions:

1. How do you perceive our students' preparedness to work with your organization based on their professionalism and reliability, and then their academic skills and knowledge?
2. How do you describe your opportunity to give feedback to Stockton?
3. Has that been valuable?
4. What is the most valuable aspects of the partnership?
5. What can Stockton do to support your organization?

Outcomes: After all the sessions were conducted, statements and recommendations from the partners were discussed and an action plan was formed. The four specific action items were:

1. Create a workshop series within the Volunteers of America's "Safe Return" program which would help the program's participants explore their educational interests and future career paths. Presentations and discussions will include career aptitude testing, information on earning a GED, applying for college, and applying to join a trade union.

2. Continue to make connections between and among our community partners to strengthen relationships and facilitate networking and collaborations in our area.

3. Continue to support the Office of Admissions' efforts to promote higher education and recruit for the University in underserved areas of South Jersey.
4. The Office of Continuing Studies will explore a workshop or workshop series which would bring grass roots and local small non-profit organizations together to learn about creating and operating a non-profit program or organization.

C.3.9. *In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?*
o No   X Yes

If so, describe what was the nature of the assessment, when was it done, and what did you learn from it.

Prior to implementing the systematic, institutional measures implemented in our Assessment Plan for all four stakeholder groups over the last two years, college and university campuses and their leadership across the country were charged in March of 2016 by National Campus Compact to sign the Campus Compact 30th Anniversary Commitments and Action Statement.

One of the tasks required as part of the Action Statement was the creation of a Civic Action Plan unique to the institution. This Civic Action Plan is intended to project the breadth and depth of civic action and engagement on that campus for the next 30 years. Consequently, this document is both a strategic and forward-thinking document, and a living, organic, responsive document. It highlights Stockton's current civic engagement capacity as part of a holistic assessment of current state, as well as provides a glimpse into a potential future that advances institutional community engagement in specifically civic-action-related ways. Through a collaborative effort of interviews, listening sessions, and focus groups, the team charged with creating this plan makes recommendations for the next 5-10 years. This document envisions how Stockton University plans to create its own civic action brand, promote language, and employ models that are reflective of the latest research in this field. It is our hope to create a campus-wide climate engaged in civic action and engagement.

The strategies created in the final Stockton Civic Action Plan called for an increased number of students engaged in club activity service work, an increased number of Service-Learning courses available to students, an increased number of students enrolled in Service-Learning courses, and an increased number of students volunteering in the SCCE's community engagement programs. It also called for an increase in resources devoted to community engagement including increased staffing/human capacity, and office space and an increase in the number of core-courses with embedded community engagement work. Finally, the Plan called for an increased in funded external collaborations and more emphasis put civic and community engagement efforts through intentional institutional branding. A link to the Stockton University Civic Action plan can be found here: https://stockton.edu/community-engagement/documents/FinalCivicActionPlan.pdf

Professional Development

C. 4.1 *As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who are involved with campus-community engagement.*
For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification?
What have been the results? (Word limit: 500)

Since our previous classification, Stockton has expanded on professional development efforts that focus not only on the importance of community engagement but also on the impact of community engagement. These efforts have increased faculty and staff involvement in community engagement.

The Institute for Faculty Development (IFD) now plays an active role in providing workshops to all full-time and adjunct faculty. The IFD partners with the Stockton Center for Community Engagement (SCCE) and the Office of Service-Learning (OSL) to provide series of three workshops entitled: "Integrating Community Engagement: Scholarship, Teaching, and Civic Action." Each topic is addressed at its own session and taught by different community-engaged faculty or staff.

As a sustaining project, the SCCE, in collaboration with the director of the Institute for Faculty Development, a member of the SCCE Advisory Board from the School of Education, and staff from the

Office of E-Learning collaborated with several faculty and staff members who have done scholarship of engagement to create six professional development videos highlighting the scholarship of engagement work that these faculty and staff members have done. The videos show examples of scholarship of engagement at the local, state, and global level. https://stockton.edu/community-engagement/faculty-staff-engagement.html

The OSL offers a Scholarship of Engagement Symposium for faculty and staff. They also host a reflection session with community partners, faculty, and students every semester to discuss the strengths of Service-Learning pedagogy and opportunities for improvement.

The OSL also hosts two poster sessions per year to showcase students' community engagement projects. Students, faculty, and staff attend these sessions and gain ideas for future projects.

The Office of Service-Learning also offers abundant resources to faculty who are considering teaching a Service-Learning course and to faculty who have experience in teaching Service-Learning courses. (https://stockton.edu/Service-Learning/faculty/index.html#Teaching%20SL?)

The SCCE's Faculty Fellow also provides one workshop on scholarship of engagement every semester.

Research and Professional Development (R&PD) funds are offered to faculty to strengthen our community engagement with community partners; affecting change by making positive impacts in our local community; documenting and gathering evidence for successfully engaged public scholarship; and differentiating civically focused scholarship from service in such a way as to add to the positive development of southern New Jersey. Proposals for Scholarship of Engagement must fall into one of the following categories: 1. Community Engagement Impact Research: designed to determine the effects of Stockton/community partnerships, to examine the impact of community work for best practices, or analyze methods for evaluating quality of community engagement; 2. Community-engaged Research: develop and initiate a community-based research project that addresses a community issue and contributes to the scholarly literature and discourse on engagement. Projects should be rooted in community needs; draw on collaborative community partnerships; and demonstrate knowledge of best practices for community-based research. Plans to publish in ways that share results with a larger community should be an outcome, as well as offering the project to outside evaluation.

C. 4.2. *In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes:*

Employment status	Tenured /Tenure Track	Full-time Non-Tenure Track	Part Time	Professional Staff
Professional development programs	X	X	X	X
Facilitation of partnerships	X	X	X	X
Student teaching assistants				

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

For "Other": Please describe other support or services:

Faculty Roles and Rewards

C. 5.1. *Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and staff with expertise in and commitment to community engagement?*
☐ *No* **X** *Yes*

If Yes: Describe these specific search/recruitment policies or practices and provide quotes from position descriptions: (Word limit: 500)

At Stockton all proposed faculty searches must be approved by the Division of Academic Affairs, and individual schools or units decide on hiring priorities in consultation with their deans or unit directors and in accord with the school or unit goals and objectives, Stockton's mission, and strategic plan. As a practice wherever applicable, the university supports searches for faculty and staff with expertise in and commitment to community engagement in programs or units where such expertise is a priority to meet curricular goals and/or unit goals.

The following are sample excerpts from advertisements posted within the past two years that emphasize community engagement.

Spring 2018: Assistant/Associate Professor of Organizational Leadership (10 Month, Tenure Track)
   "The Ed.D. in Organizational Leadership is an interdisciplinary program that includes students from various career areas including business, K-12 education, higher education, non-profit, faith-based, health care, and government agencies/services… Under the direction of the Dean, School of Education, the Assistant/Associate Professor of Organizational Leadership will fulfill all the responsibilities and expectations of Stockton University faculty, as outlined in the University policies and procedures on faculty evaluation. Specifically, the Assistant/Associate Professor will serve in the following ways at Stockton…Provide service to the University, community, and profession."

Fall 2018: Director of Alumni and Development Communication

> *"Stockton University is seeking a Director of Alumni and Development Communication to develop and implement a comprehensive communication strategy that results in increased engagement and philanthropic support among the University's key audiences. The Director will incorporate industry-wide best practices into Stockton's program. Reporting to the Chief Development Officer and Executive Director of the University Foundation… the Director will work collaboratively with a variety of individuals and groups to develop all external communication with audiences including alumni, donors, sponsors, parents, students and community partners…"*

Fall 2017: Assistant Dean, School of Arts and Humanities

> *"Stockton University is seeking a person with an appreciation of the interdisciplinary nature of general studies to fill the position of Assistant Dean in the School of Arts and Humanities, a non-tenured managerial position… The Assistant Dean, under the direction of the Dean, will be responsible for; Developing and managing School operations such as curriculum and enrollment, including course scheduling, internships, and High School Dual-Credit partnership program…Marketing or recruitment experience, ability to work independently and as an effective team member with a broad constituency of stakeholders both on and off campus… Demonstrate, through past accomplishments and actions, the ability to support Stockton University's diversity commitment and strong student-centered vision and mission."*

C. 5.2. *In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well. (Word limit: 500)*

A thorough qualitative review of the institutional, schools, and program policies for promotion and tenure, last updated in 2015, show that the University Policies and Procedures provide more detail on the topic of excellence of scholarly or creative activity as it pertains to community engagement and provide examples of evidence of university and community service. The review also shows that 60% of the program standards enhanced their community service and scholarship-related language to further explain expectations for tenure and promotion. An internal link to the analysis can be found here: https://stockton.edu/community-engagement/documents/masterqualitativepandtanalysis.pdf

Updated:
https://stockton.edu/academic-affairs/agreements/documents/2015-Executed-Procedure-for-the-Evalution-of-Faculty-and-Library-Faculty-MOA-with-TOC.pdf

Prior:
https://www.sftunion.org/wp/wp-content/uploads/2017/07/Faculty_Evaluation_Procedure_08212012.pdf

Certainly, community-engaged scholarly accomplishments of faculty have been rewarded through promotion and tenure and other recognitions.

C. 5.3. *If current policies do not specifically review, evaluate and reward community engagement, describe the work in progress to revise policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty promotion to ensure a full and fair review and assessment of faculty scholarly work that uses community-engaged approaches and methods. (Word limit: 500)*

Our current policies and procedures review, evaluate and reward community engagement.

C. 5.4 *Since your previous classification, have there been any changes in the institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?*
X No   Yes

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

C. 5.5. *Please provide link(s) to text of current policies which describes how community-engaged approaches are conceptualized and evaluated in faculty promotion and tenure (at tenure granting institutions) review and reward processes or a narrative describing how these policies and processes are implemented, Provide links to policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty. (Word limit: 500)*

Institutional Level
C 5.5.1.a
Community engagement is rewarded as a form of teaching
Yes

Provide link or descriptive text:
https://stockton.edu/policy-procedure/documents/policies/II-10.5.pdf

Example of Institutional Level Policy on Teaching
"6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter."

C 5.5.1.b. *Community engagement is rewarded as a form of research*
Yes

Provide link or descriptive text
https://stockton.edu/policy-procedure/documents/policies/II-10.5.pdf

Example of Institutional Level Policy on Research
"6.2.4.6.11 Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project."

C 5.5.1.c

Community engagement is rewarded as a form of service
    Yes

Provide link or descriptive text
    https://stockton.edu/policy-procedure/documents/policies/II-10.5.pdf

Example of Institutional Level Policy on Service
    "6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service. 6.3.5 Evidence of effectiveness in University or community service may include such items as: 6.3.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the University, or of a non-University group or individual. 6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship. 6.3.5.3 General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member."

School/Division Level
C 5.5.2.a.
Community engagement is rewarded as a form of teaching
    Yes
Provide link or descriptive text
    Example of School Standards for Social and Behavioral Science for Teaching

    "6.1.2 Teaching in the social and behavioral sciences is particularly vital and challenging given the constantly changing nature of the subject, emerging research findings, societal implications, and often contentious nature of the issues, as well as the direct and important policy implications of the knowledge and understanding we foster. We are in the business of shaping engaged citizens, trained professionals, critical analysts, scientists, and contemplative scholars, all at the same time. 6.1.3 Therefore, the School of Social and Behavioral Sciences recognizes the vital importance of engaged and creative teaching; and we recognize that the role of teacher may extend beyond the classroom to include 6.1.3.3 development and fostering of opportunities for community, social and policy engagement for our students."

C 5.5.2.b.
Community engagement is rewarded as a form of research
    Yes

Provide link or descriptive text
    Example of School Standards for Social and Behavioral Science for Research

"6.2.3 Similarly, scholarship ranging from the theoretical to the empirical that enhances the public understanding of social issues and pressing policy matters or which assesses interventions and resources that benefit the well-being of individuals, families, organizations and communities is also valued and may take the form of books or articles, professional papers, policy documents, innovative curricula, online professional educational teleconferences and journal submissions, and many other printed products or media that help inform citizens, shape public dialogue, inform policymaking, and improve the lives of diverse people across the lifespan."

C 5.5.2.c.
Community engagement is rewarded as a form of service
> Yes

Provide link or descriptive text
> Example of School Standards for Social and Behavioral Science for Service

> "6.3.3 Service which brings a faculty member's skills, analytical abilities, or academic expertise to bear on social challenge or objective is particularly valuable; similarly, general social engagement that enriches the community, tightens the bonds between campus and community, helps fulfill the college's responsibilities as citizen, or allows the faculty member to form a richer understanding of community issues and bring that understanding to their teaching is also of value."

Department Level

C 5.5.3.a.
Community engagement is rewarded as a form of teaching
> Yes

Provide link or descriptive text
Example of Standards for the Economics Program for Teaching*
"6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter. The Economics Program recognizes the vital importance of engaged and creative teaching; and, that the role of teacher may extend beyond the classroom. In Economics, these non-classroom opportunities may include: …the development and fostering of opportunities for community, social and policy engagement for our students through volunteer civic involvement, research endeavors, and formal student organizations."

*At Stockton University, we have academic programs instead of departments.

C 5.5.3.b.
Community engagement is rewarded as a form of research
> Yes

Provide link or descriptive text
> Example of Standards in the Social Work Program for Research*

"6.2.4.4 Documentation of the impact of one's work • with students • within the scholarly area • within higher education generally • on documented standards of best practices in pedagogy • in the application of one's work • as evident in citations of one's work • on public policy or institutions • in the artistic/cultural realm • or in educational settings. As in other academic disciplines, excellence in scholarship can most readily be demonstrated by documentation of the impact of the scholarship.

A faculty member could document the impact of research on teaching social work by examples of student achievement that was directly related to the development of new teaching methods through research. Impact on the scholarly community could be demonstrated by frequency with which one's work is cited in the social work, social work education, or multidisciplinary literature. Demonstrations of the applications of one's work, particularly in enhancing social work services in the community or developing public awareness of a social problem, would also document the impact of that work."

*At Stockton University, we have academic programs instead of departments.

C 5.5.3.c.
Community engagement is rewarded as a form of service
Yes

Provide link or descriptive text
Example of Standards in the Mathematics Program for Service*

"6.3.1. Service is considered an important part of academic life, and a candidate is expected to be service oriented throughout their career. The definition of service may apply to service at the program level, college wide service, service within the mathematics community, and/or service within the community at large. In the first year, it is understood that the new candidate will be acquainting themselves with the climate and culture of the institution and that college-wide service may not be appropriate at that time. However, service within the program is encouraged from the onset of employment and service within the mathematical community and/or the greater community is appropriate at any stage of the candidate's career."

*At Stockton University, we have academic programs instead of departments.

C. 5.5 *Provide narrative describing the implementation of these policies and processes:*

In the review of the faculty files, if they have integrated community engagement in teaching and/or research, and/or service they are rewarded positively for tenure and promotion. However, the expectations for faculty members to extend their outreach beyond the classroom are stronger for those aspiring to be promoted to the rank of full professor and distinguished.

Although part time faculty are only evaluated for their teaching, they are rewarded for their community engagement through Provost's Faculty Opportunities Funds. These funds are available for adjunct faculty as well as 1/2 and 3/4 time faculty who are not also employed as professional staff, administration, or librarians.

https://stockton.edu/research-sponsored-programs/internal-grants.html

C. 5.6 *If there are college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods, describe the policies, and indicate whether they are for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations. (Word limit: 500)*

The university has a faculty evaluation policy effective September 1, 2016 for all members of the faculty, including tenure-track faculty, non-tenure track faculty, part-time faculty, and librarians with faculty status, which includes University Standards for Faculty Evaluation and an Elaboration of the University Standards for Teaching Faculty specifically related to teaching, scholarly and creative activity, and university and community service. The following shows excerpts of the policy that speak to scholarly work that uses community-engaged approaches.

2.1 Statement of Faculty Responsibilities

….2.1.10 Research, scholarship, or artistic/creative work, which may include the development of successful grant proposals as defined in Section 6.2.4.6.10, applied research, or other approaches to the discovery of new knowledge, and where appropriate, its integration with teaching.

….2.1.12 The use of one's professional talents, whether based in one's discipline or not, in service to the University and to non-University publics, communities, and organizations in a manner that reflects positively on the University and its purposes.

5.00 University Standards for Faculty Evaluation

The University expects faculty to excel in a variety of ways and to balance teaching, scholarship/creative activity, and service effectively. Sustained excellence in teaching is a necessary but not in itself a sufficient condition for tenure or promotion to higher rank. Except in unusual circumstances, scholarship leading to peer-reviewed publication and/or peer-reviewed creative activity is also a requirement for tenure and promotion to higher rank. Any exception to the expectation will be documented in writing. Faculty are also expected to contribute to University, community, and/or professional life through service activities.

6.00 Elaboration of University Standards for Teaching Faculty

....6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter.

6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship or creative activity enriches teaching and is the foundation of sustained excellence within the classroom.

…. 6.2.4.6.11 Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-

based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

6.3 University and Community Service

6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service.

…6.3.5.3 General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.

C. 5.7. *List the colleges/schools and/or departments.*

The following schools expanded on their language related to scholarship of engagement and community service in their school standards, beyond the institutional policy, to further explain their expectations:

- The School of Education
- The School of Health Science
- The School of Social and Behavioral Sciences

The following academic programs expanded on their language related to scholarship of engagement and community service in their program standards, beyond the institutional policy, to further explain their expectations:

- The Communications Program in the School of Arts and Humanities
- The Business, Hospitality and Tourism Program in the School of Business
- The Education, Instructional Technology Program in the School of Education
- The First Year Studies Program in the School of General Studies
- The Communication Disorders Program in the School of Health Sciences,
- The Exercise Science Program in the School of Health Sciences
- The Nursing Program in School of Health Sciences
- The Occupational Therapy Program in the School of Health Sciences
- The Physical Therapy Program in the School of Health Sciences
- The Public Health Program in the School of Health Sciences
- The Marine Science Program in the School of Natural Sciences and Mathematics
- The Math Program in the School of Natural Sciences and Mathematics
- The Criminal Justice Program in the School of Social and Behavioral Sciences
- The Economics Program in the School of Social and Behavioral Sciences
- The Political Science Program in the School of Social and Behavioral Sciences
- The Psychology Program in the School of School of Social and Behavioral Sciences
- The Social Work Program in the School of Social and Behavioral Sciences
- The Sociology/Anthropology Program in the School of Social and Behavioral Sciences

C. 5.8. *What percent of total colleges/schools and/or departments at the institution is represented by the list above?*

60. Question 5.7's list of programs that expanded on their language related to scholarship of engagement and community service in their program standards to further explain their expectations represents 60% of the total academic programs at Stockton.

C. 5.9 *Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example. (Word limit: 500)*

The following are three examples of school and/or program-level policies, taken directly from policy documents that specifically reward faculty scholarly work using community-engaged approaches and methods.

Mathematics Program Standards for Teaching Faculty

6.3.1. Service is considered an important part of academic life, and a candidate is expected to be service oriented throughout their career. The definition of service may apply to service at the program level, college wide service, service within the mathematics community, and/or service within the community at large. In the first year, it is understood that the new candidate will be acquainting themselves with the climate and culture of the institution and that college-wide service may not be appropriate at that time. However, service within the program is encouraged from the onset of employment and service within the mathematical community and/or the greater community is appropriate at any stage of the candidate's career.

Master of Science in Occupational Therapy Program Standards for Reappointment, Tenure, and Promotions Standards

6.2.4.6.10 Faculty in the MSOT may engage in community outreach by defining or resolving relevant social problems or issues (e.g. participate in lobbying for health care reform), by facilitating organizational development, by developing new community programs, and by improving existing practices or programs. In doing so, faculty are expected to produce publications and presentations in appropriate professional (e.g. OT Advance, OT Practice, NJOTA meetings) to disseminate the knowledge gained and to share its significance with those who do not benefit directly from the project. Evidence of such can include, but is not limited to, copies of the presentation, copies of the article, or letters from individuals who can attest to the significance of such programs.

School Standards for Social and Behavioral Science

6.3.3 Service which brings a faculty member's skills, analytical abilities, or academic expertise to bear on a social challenge or objective is particularly valuable; similarly, general social engagement that enriches the community, tightens the bonds between campus and community, helps fulfill the college's responsibilities

as citizen, or allows the faculty member to form a richer understanding of community issues and bring that understanding to their teaching is also of value.

C. 5.10. *Please describe any professional development offerings that your institution provides for faculty and administration to facilitate consistency in approaches to the documentation, review, and evaluation of community-engaged scholarly work as an aspect of promotion and tenure (at tenure granting institutions) processes. (Word limit: 500)*

The university Institute for Faculty Development (IFD) provides ongoing workshops on file construction to assist faculty in documenting their excellence in various areas including service and scholarship of engagement. The faculty and administration receive training on accessing IDEA, the teaching evaluation tool used at Stockton, and interpreting the IDEA results.

The Stockton Center for Community Engagement (SCCE), in collaboration with Dr. Doug Harvey from the IFD, Dr. Chelsea Tracy-Bronson from the School of Education, and Tucker Rowlinson from E-Learning collaborated with 17 faculty and one staff member who have done scholarship of engagement to create six professional development videos highlighting the scholarship of engagement work that these faculty and staff members have done. The videos show examples of scholarship of engagement at the local, state, and global level. These videos have been available since the fall of 2017. https://stockton.edu/community-engagement/faculty-staff-engagement.html, https://stockton.edu/institute-faculty-development/videos.html

The SCCE, the IFD, and the Office of Service-Learning (OSL) launched in the spring of 2018 a series of three live-streamed workshops entitled: "Integrating Community Engagement: Scholarship, Teaching, and Civic Action." Each topic was addressed at its own session and was taught by different community-engaged faculty or staff. The series will be offered every spring semester. Additionally, the OSL offered a symposium on scholarship of Engagement and has facilitated a teaching circle on the topic of civic engagement. Events such as the ones mentioned raise awareness about the value of community-engaged scholarly work and facilitate consistency in documenting, reviewing, and evaluating scholarship of engagement.

Faculty members who participate on colloquia about community engaged research and/or serve on the Faculty Review Committee or Program Review Committee have opportunities to learn about the value of community-engaged scholarly work. However, the university could improve its professional development offerings for deans and other administrative staff in Academic Affairs who review tenure and promotion files.

Categories of Community Engagement

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

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

1. Teaching and Learning

A. 1.1. *As evidence provided for your earlier classification, you described an institution-wide definition community engaged courses used on campus.*

For re-classification, describe what has changed, if anything, with the definition of community engaged courses and explain the purpose of the revisions. (Word limit: 500)

Previously this institution defined community engaged courses broadly, including any internship, immersion experience, clinical practicums, or experiential classroom learning in the definition.

Since 2010, our Office of Service-Learning (OSL) has sharpened the focus for community engaged courses, intentionally improving both the quality and quantity of the courses. Previously there were fewer courses and they offered broad community engagement with loose connections to the learning, and none of them were core courses that all students were required to take. Through the strategic internal use of Blackboard and the Banner system, OSL began collecting better data, and we have created materials that improved faculty orientation to community engaged courses. Subsequently, the quality of those projects and community-based experiences has improved significantly.

Currently, Stockton University formally defines community engaged courses as Service-Learning courses, facilitated and supported by OSL. In collaboration with faculty and staff, OSL has developed a set of eleven standards for Service-Learning courses. They are organized into three themes – Project Guidelines for Faculty, Teamwork and Collaboration, and Critical Thinking and Reflecting. The first theme guides faculty about the criteria of the Service-Learning experience, and recommends orientation and the engagement grading weight. The second and third themes align engagement to the University-wide Essential Learning Outcomes (ELOs), which support faculty in identifying which ELOs may be satisfied by a Service-Learning course. https://stockton.edu/service-learning/faculty/index.html

Faculty use these standards when they are considering using Service-Learning in their course. The university works hard to integrate social justice and critical reflection into every Service-Learning course – for example, Standard #2 is "Service projects are issue-driven and transformative in relation to the learning objectives of the course and community partner goals." Standard #10 states "Students may engage in critical consciousness through the Service-Learning experience to development social change concepts and identify the connection to self." In addition, OSL seeks to integrate the community partner into the Service-Learning process in an intentional and comprehensive way. Standard #11 states, "Critical reflection should include the community partner in the final assessment. This close-the-loop process can include students and community partners or can be done between faculty and community partner."

As a possible next step during the 2019-2020 year, OSL anticipates implementing a Curriculum Advisory Committee that will review every course against these standards. At the time of this application, the goals and schedules are under development.

A. 1.2. *If there is a process for identifying or approving a community engaged course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: 500)*

The current process to identify and approve a community engaged course as part of the campus curriculum is centered on the Office of Service-Learning.

Steps to Designating a Course as Service-Learning:

Step 1. Faculty who express an interest in using Service-Learning as a teaching methodology meet with OSL staff to review their syllabus, proposed Service-Learning project plan, and their potential community partner. Recommendations such as potential community partners, methods of delivery, and how community engagement will be weighted in the grading are all discussed. If the course has previously run as Service-Learning (under a different faculty member or course title), any relevant data to the course is provided to the faculty member. If the faculty member is new to Service-Learning, then they are provided with an orientation packet and additional information about what community-engaged learning is like at the institution.

Step 2 - Once the faculty member has all the information necessary to move forward with the Service-Learning course, they contact the assistant dean of their school and request that the SLRN attribute be added to the course. This alerts students to the Service-Learning methodology included in the course and allows them to specifically search for this designation if they want to take a Service-Learning course.

Step 3 - The faculty member provides OSL with a copy of the final syllabus and/or project plan. Physical copies are kept in the Office of Service-Learning as reference for students who need additional information about the Service-Learning course and its requirements or project focus.

Step 4 - The faculty receives regular check-ins from OSL during the semester, in addition to the typical in-class orientations provided to the students. The progress of the course and clarification on the project is usually reviewed, as well as how communication with the community partner is working.

Step 5 – All Service-Learning faculty are invited each semester to a Faculty and Community Partner Reflection Luncheon, where the positive aspects, the challenging aspects, and the proposed changes to their courses are reviewed. This qualitative feedback is collected every semester by the Office of Service-Learning as well as a way for faculty to evaluate their Service-Learning projects, the outcomes, and to hear about the challenges and successes other Service-Learning faculty their challenges and successes.

Previously, the Office of Service-Learning utilized a Faculty Handbook as a way to orient and support faculty. Since the Service-Learning field is ever moving and adapting to new ideas and information, OSL decided to move to a "virtual handbook" model. This allows the office to provide supporting material to faculty online and to modify and update that information as it becomes available. The last ten years have seen significant changes in the number and way that community-engaged courses that are offered at Stockton University. The "virtual handbook" model has allowed for better responsiveness to these changes.

Additional Link: https://stockton.edu/Service-Learning/faculty/index.html

A. 1.3. *Fill in the tables below using: Data from the most recent academic year (2017-18) and Data based on undergraduate FTE.*

Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
97	Increased by 72	Approximately 0.06	+2.85

Number of departments represented by community-engaged courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
7	Increased by 1	100	+0.125

Number of faculty who taught community engaged courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
59	Decreased by 138	0.08	-1.5

Number of tenured and tenure-track faculty who taught community engaged courses	Change in number of tenured and tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of tenured and tenure-track faculty since last application
35	Decreased by 103 Previously, the definition of what constituted community-engaged courses at Stockton was very broad and included any experiential learning courses. In the last ten years there has been more specific course criteria, thus the reduction in faculty.	0.11	-2

Number of full-time, non tenure-track faculty who taught community engaged courses	Change in number of full-time, non tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of full-time, non tenure-track faculty since last application
0	2 Stockton University employs a small number of full-time, non-tenure-track faculty. These are typically full time, temporary faculty who are identified as Visiting Faculty. See https://stockton.edu/institutional-research/consumer-information/index.html	+0.08	+2.00
Number of part-time faculty who taught community engaged courses	*Change in number of part-time faculty since the last application*	*Percentage of total faculty*	*Percent change in number of part-time faculty since last application*
10	0	.14	0
Number of students participating in community engaged courses	*Change in number of students since last application*	*Percentage of total students*	*Percent change since last application.*
2,009	-610 Previously, the definition of what constituted community-engaged courses at Stockton was very broad and included any experiential learning courses. In the last ten years there has been more specific course criteria, thus the reduction in students.	-0.21	-.35

A. 1.4. *Provide a description of how the data above is gathered and used (how it is complied, who gathers it, how often, how is it used, etc.). Provide relevant links. (Word limit: 500)*

The Office of Service-Learning (OSL) Senior Program Coordinator systematically manages all the communication with faculty and oversees quantitative assessment. The process starts one semester in advance when the course lists are first released. Those listed as SLRN are automatically rolled over and the Senior Program Coordinator places all the information connected to the course (course number, title, faculty, location, time/day) on a master spreadsheet to track all courses. The course list is analyzed for additional courses that have been Service-Learning in the past or faculty who have previously taught Service-Learning. Before the semester starts, a final check is made to ensure that all the courses have the SLRN attribute and connect with the faculty members regarding their project plans. Using a unique course registration code, OSL "enrolls" all of the students in a Blackboard course called GEN3851, Service-Learning Experience and their activities in that Blackboard course capture some of the qualitative and quantitative data used to assess community-engaged courses.

In addition, this list is used every semester to determine which schools and programs are not well represented as an intentional way to recruit potential faculty and courses. The goal for the OSL is to have a list of courses that represents each school and as many programs as possible.

At the end of the semester, the demographic data of students that participate in the Service-Learning courses is shared with Stockton's Office of Institutional Research. Age, gender, major program, housing status and first-year freshmen versus transfer student data can be added to create an aggregate picture of the typical Service-Learning student, which can be used to inform the creation of new courses and market the courses that are offered.

In addition, the Office of Service-Learning requests data from the Institute for Faculty Development on the Service-Learning courses to compare their IDEA data versus non-Service-Learning courses that are similar. This is not typically requested every year, but is typically requested in conjunction with a periodic (five year) unit review of the office.

At the end of each semester, the data are analyzed and compared against previous semesters and years. In this way, the data are used to identify opportunities for schools and programs to create new Service-Learning courses. In general, the data are shared with the Middle States Committee and the University for the Annual Report. It is also used as part of the annual report of the Office of Service-Learning, called Hyphen, Hyphen, Vol. 2 -- https://issuu.com/stocktonuniversity-servlearn/docs/hyphen_2017-2018. It is used for various social media postings as an infographic as well. Finally, these numbers are reported in an internal Annual Report that is narrative-driven and is provided to the Office of the Provost.

A. 1.5. *As evidence requested for your earlier classification, you were asked whether you have I institutional (campus-wide) learning outcomes for students' curricular engagement with community.*

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

In the last 10 years, the Office of Service-Learning (OSL) has increased the depth and breadth of its assessment of curricular engagement. Our previous application reported that curricular-engagement data were decentralized: collected and used differently within each academic program. The OSL has since

introduced a system that comprehensively collects data and evaluates the outcomes for students who engage in community-based learning, faculty who use Service-Learning as a teaching methodology, and community partners who benefit from projects developed and implemented by students and faculty.

Among Stockton University's Ten Essential Learning Outcomes (ELO), the Office of Service-Learning has identified Teamwork and Collaboration, Critical Thinking, Communication Skills, and Adapting to Change as the most salient. The following is an example of the assessment of the ELO Adapting to Change and the 2017-2018 assessment findings.

Adapting to Change Assessment
The Adapting to Change ELO is assessed with a pre-and post-test survey. The Blackboard Assignment #1 presents students with a pre-test survey to assess their perception of their Service-Learning project before engaging with the community. This survey is designed to assess student's beliefs about how the community work they will be doing in the class will impact their learning. The Blackboard Assignment #4 presents students with a post-test survey to evaluate whether their initial perceptions were accurate. The survey assesses how students' community work impact everything from their personal strengths and weaknesses to their ability to communicate in a real-world setting. (The survey questions derive from the Campus Compact's signature text *"Assessing Service-Learning and Civic Engagement: Principles and Techniques,"* by Sherril Gelmon, Barbara Holland, et al.) Results from the academic year 2017-2018 assessment showed several areas of improvement including that one of the outcomes of students doing community-based work is improved problem-solving skills and ability to review community work and the impact it has on the course content.

An infographic example appears on the last page of our Hyphen publication: https://issuu.com/stocktonuniversity-servlearn/docs/hyphen_2017-2018

2. Curriculum
A. 2.1 *For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.*

Curricular Activity	Is Community Engagement integrated with this activity?	What has changed since the last classification?	Web Link (if available)

| Student Research | Yes | Student research continues to be an area heavily utilized by faculty members as a teaching methodology. For example, in SOCY3642 Social Research methods, students have researched and published a report "*The Status of Women in Atlantic County*." It is a common experience in a Service-Learning course to focus on a capacity-building project that requires students to conduct original primary research (canvassing for data), collective community data (community mapping) or meta academic research and literature reviews. | https://www.pressofatlanticcity.com/news/survey-tries-to-document-lingering-problems-for-sandy-survivors/article_6fcce10a-d616-5bed-be52-69d822652980.html |

| Student Leadership Courses | Yes | Students continue to participate in leadership courses that engage with community as a learning tool. In GEN2101—Leadership, Strategy and Change, students were focusing on building leadership skills while serving in an unfamiliar setting. They were tasked with serving marginalized communities as a group, and to observe and engage with leaders at local organizations so they could talk about their leadership experiences. In GEN1043 -- Tools for Social Change, first year students were focused on identifying and resolving an issue on campus, and then reflected about how it connected to their leadership learning. | |

Internships/Co-ops	Yes	Stockton University focuses resources on the internship experience. There are several programs that have internships (Communication Studies, Criminal Justice) or practicum hours required (Social Work, Education), resulting in significant experiential learning for students. Many programs have an internship coordinator in the form of a faculty member who also teach the academic aspect of the internship. For example, PSYC4800 – Psychology Internship, is focused on connecting experiential experiences with traditional theoretical frameworks. Through reflective writing, students are able to "make sense" of their internship experience.	
Study Abroad	YES	Stockton University continues to have several courses that combine study abroad and Service-Learning. One such course is a graduate level course for Health Science related students who travel to Columbia to provide service in orphanages and hospitals.	https://stockton-sa.terradotta.com/index.cfm?Program_ID=32438&FuseAction=Programs.ViewProgram
Alternative Break tied to a course	NO	(Word limit: 500)	
Other		(Word limit: 500)	

A. 2.2. *For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.*

Curriculum	Is Community Engagement integrated into this area?	What has changed since the last classification?	Web Link if available
Core Course	Yes	Some Stockton University freshmen seminars are offered as Service-Learning experiences. While most students typically take a freshmen seminar, Service-Learning is not offered in all of these courses. During the time studied, there were approximately three freshmen seminars that were offered as Service-Learning.	
General Education	Yes	In the 2017-2018 academic year, 43 unique general education courses utilized Service-Learning as a teaching method, which is an increase over the previous classification. The general studies requirements of students maintain that each student take 2 GEN, 2 GAH, 2 GIS, 2 GSS and 2 GNM courses to obtain a broad and diverse education. There are multiple SL courses offered in each of these areas throughout the fall and spring semester.	
First Year Experience Courses	Yes	Under the previous application, there were no first year experience courses, which Stockton has named Freshman Seminars, which had SL as part of the course. Now, there are typically two offered each semester that have Service-Learning embedded in the course – Ethics and Professionalism, and Tools for Social Change.	
Capstone (Senior Level Project)	No	(Word limit: 500)	

In the Majors	Yes	There are several programs that have SL embedded into them. Sociology/Anthropology students are required to take Senior Seminar, which has SL as a requirement. In the Visual Arts Program, Design for Community Partners is a required core course, and in Health Sciences, Teamwork and Collaboration in Healthcare is a required course. All these courses have SL connected to them. In the Sustainability Major there is a required internship that includes Service-Learning.	
In Minors	Yes	The Women, Gender, and Sexual Minor, Disabilities Rights Minor, Childhood Studies Minor, Digital Literacy and Multimedia Design Minor, and the Sustainability Minor all have courses or internships that require SL.	
Graduate Studies	Yes	In the Occupational Therapy Master's Program there are two courses that include SL – Occupational Therapy in Mental Health and Research Synthesis Project. The Master of Business Administration also offers Marketing Communication and Social Media as a SL course. All of these courses are required for the program.	
Other		(Word limit: 500)	

A. 2.3. *Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500)*

Curricular engagement on campus has increased dramatically and become more intentional since the last classification. During the last classification, there were a minimal amount of true Service-Learning courses, and there was not always clear, campus-wide understanding of what constituted curricular engagement. There has been a considerable increase in the number of Service-Learning courses that meet a shared institutional set of standards, both in undergraduate and graduate programs, and commensurate professionalization of the intentional reciprocal benefits in those courses. Three academic programs have core courses that require Service-Learning, and all faculty engage in professional development as they prepare and offer these courses. More academic programs offer internships, which are often coordinated in conjunction with the Office of Service-Learning (OSL) and the students receive Service-Learning credit.

Students now have Service-Learning credit added to their transcript in the form of an additional course designation and robust reflection and assessment has been added to that course, GEN3852 – Service-Learning Experience.

There has been a significant shift in Stockton's recognition of curricular engagement as an important tool for graduation and future employment. The on-campus experience has been informed by national models supported at both AASCU's American Democracy Project and Campus Compact. Since the initial classification, the Office of Service-Learning has added a Faculty Fellow position that supports faculty in developing and delivering Service-Learning courses. During the 2017-2018 academic year, there was also an institutionally-funded Service-Learning and Civic Engagement Teaching Circle that focused on improving the quality of Service-Learning and integrating the curricular engagement. Much of the standards that were developed were created in conjunction with that forum. The teaching circle concluded after two years with a symposium on Service-Learning and Civic Engagement which was widely attended by the college faculty.

As a result of the increase in activities around Service-Learning and community engagement, Stockton's Advisory Assessment Subcommittee recognized that additional assessment would need to be conducted to determine the impact of the connection between the students and the community. There was intentional effort made to evaluate the faculty and community partners' perceptions, as well as the students' perceptions of their impact. As previously outlined, several different modalities of assessment are conducted and traditional demographic information is now collected. The biggest struggle currently is that the Office of Service-Learning collects more data than it is able to process. Previously faculty fellows have supported data analysis and contributed significantly in determining patterns and value-added measures from the data. The Office of Service-Learning is formulating its strategic plan to determine how to best analyze and apply the data.

The future of curricular engagement at Stockton includes a program focused on Community Leadership and Civic Engagement that began in fall 2018 as a track under the Liberal Arts Degree program. It is primarily based on the new campus in Atlantic City and includes increased and enhanced Service-Learning, internship and experiential learning courses.

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.

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:

The following institutional practices have incorporated co-curricular engagement at Stockton:

Social Innovation/Entrepreneurship: No

Community service projects - outside of the campus:
Stockton University has 262 clubs and organizations, most of them participating independently in a community service project which is meaningful to the group. In the fall 2018 semester, according to the

Office of Student Development tracking system, there were 47 events registered as "service" events. Since students are not required to register their events, we can assume that 47 represents a minimum that was far exceeded.

Community service projects - within the campus:
The Office of Student Development holds the Annual Fall Day of Service on the Saturday of Labor Day weekend. At this event 400 students gather to learn about civic engagement, become educated about voting and electoral issues, learn about social issues and engage in hands-on community support projects. Similarly, our campus has a very strong Martin Luther King, Jr. Day of Service program which has just completed its 15th year at Stockton. The day of service has become a week of service events, film screenings and guest speakers, all focused on social justice issues. The Martin Luther King, Jr. Day of Service event for 2019 hosted almost 1,000 students serving more than 20 agencies and organizations across South Jersey.

Alternative break – domestic:
Stockton's Alternative Spring Break program was founded in 2006. Each spring 30 to 40 students in two distinct trips work with Collegiate Challenge of Habitat for Humanity. These students live among the community they are helping, learn about building, contribute to the construction of a home, and take advantage of refection opportunities typically run by both Stockton's professional advisors and the local Habitat for Humanity staff.

Alternative Spring Break – International: No

Student Leadership: No

Student internships:
Students have almost unlimited opportunities for experiential learning and "learning through reflection on doing" through paid or unpaid internships in the community. The process for applying for an internship is clearly communicated with a developed pathway. Students can access the information here: https://stockton.edu/academic-internships/students.html and personal support is available from the University Academic Internship Coordinator.

Work-study placements:
As an example of co-curricular student engagement, in the past five years, Stockton University has expanded the ability for Federal Work Study recipients to work off-campus in community partner agencies. These students are mostly performing capacity-building work and the relationships have been reported as being very beneficial to our partner agencies.

Opportunities to meet with employers who demonstrate Corporate Social Responsibility: No

Living-Learning Communities/Residence Hall/Floor: No

Student Teaching Assistants: No

Athletics:
The Stockton University Athletic Department maintains 12 annual community engagement-related events as well as dozens of outreach activities undertaken by individual athletes or teams. The Athletic

Department has begun working more closely with the Stockton Center for Community Engagement to organize its events for maximum impact and sustainability.

Greek life:
Stockton has 27 Greek-lettered organizations representing 12% of the student community. Each of them have individual service and educational programs. Fraternity and sorority members and chapters are sponsoring or co-sponsoring positive programs on campus including multi-day programs annually focused on Anorexia Nervosa and Associated Disorders, St Jude Children's Research Hospital and By-stander intervention training. On-campus issues-based programs to combat hazing, alcohol use and abuse, and suicide prevention are also common student sponsored programs. The organizations are also frequent participants in campus Days of Service, community engagement and service learning programs.

As an example of co-curricular student engagement, in the past five years, Stockton University has expanded the ability for Federal Work Study recipients to work off-campus in community partner agencies. These students are mostly performing capacity-building work and the relationships have been reported as being very beneficial to our partner agencies.

B. 2. *Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists, describe the system used and how it is used. (Word limit: 500)*

Stockton's co-curricular engagement tracking system is called "OspreyAdvantage." This program is designed to capture students' out-of-the-classroom experiences and involvement during their time at Stockton University. This includes all experiences that complement a student's academic experience, including membership in a student organization, fraternity, or sorority, University-wide leadership positions and attendance at educational, leadership, or service-related programs. It gives students an opportunity to reflect on leadership roles, accomplishments, and personal growth and development. Students are encouraged to use OspreyAdvantage as a resource when applying for professional positions and admission into graduate school.

B. 3. *Indicate whether co-curricular programming provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time. Please describe the pathways and how students know about them. (Word limit: 500)*

The developmental pathway for community engagement begins with students' participation in the Fall Day of Service in September and the Dr. Martin Luther King, Jr. Day of Service in January. These events are held annually and give freshmen students and transfer students the opportunity to experience community engagement and sign up for the types of follow-up pathways that interest them most. These events and their respective reflection sessions allow students to develop an appreciation for the knowledge, skills, values, and motivation to engage in the community. This introductory experience is strengthened by students' exposure to increasingly complex and reflective Service-Learning courses over their degree attainment years at Stockton. On these developmental pathways, students have the opportunity to become Fellows for the Stockton Center for Community Engagement, Bonner Leaders, or AmeriCorps Changebuilders--leadership positions in which they can further apply the knowledge, values, and skills gained from previous Service-Learning courses.

It is noteworthy that the quality of the reflections at both Days of Service events has improved since our last review as well as the quality and quantity of Service-Learning courses and funded community engagement positions for students.

B. 4. *Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: 500)*

Research/Decision Making
Students are involved in research, evaluation and engagement planning activities across divisions at Stockton. For example, Student Fellows in the Stockton Center for Community Engagement (SCCE) conduct qualitative interviewing of community partners for program review, compile and analyze quantitative data using SPSS, and strategize new evaluation methods based on trends in the data. In the Office of Student Development, students analyze participation data to look for trends in the demographics of who engages in service. Many faculty research projects involve student research assistants. Dr. Mark Sullivan's engagement work with commercial fisherman is one good example that included his students in the data collection, analysis and reporting stages of the research and his students were acknowledged in the final published journal article.

Opportunities
The Office of Student Development offers a variety of leadership opportunities at Stockton, most of which align with community engagement opportunities. Leadership opportunities are available within every student organization on campus. Serving in an executive position will allow students to gain skills in meeting management, event planning, marketing, budget management, and more. The following opportunities promote involvement and assist students in developing their leadership skills for deeper engagement work on- and off-campus: Student Organization Officer Training, Day of Leadership Annual Conference open to all students, Deeper SPACES Retreat, Stockton Student Senate, Graduate Student Council, "Stockton Step Up: Be a Leader, Make a Difference!" bystander training program.

The SCCE's Student Fellowship program gives Stockton students the capacity to deliberate, act, and lead as they supervise student volunteers and manage community programs. In addition to the research work described above, SCCE Student Fellows support volunteers' reflections, review program evaluation and meet with their team to make continuous improvements, and engage in direct-practice work in the communities the SCCE serves.

The Bonner Leaders are Stockton students who supervise community service projects in conjunction with Service-Learning courses. Bonner Leaders have a range of responsibilities including supporting the projects of Service-Learning classes by meeting with student groups; facilitating orientations and reflections; and, organizing direct action that happens in the community. An example of such a program is the Democracy Cafes, deliberative dialogues that focus on timely topics, which were organized by Bonner Leaders in conjunction with professional staff.

Recognition

Both individual students and clubs and organizations are recognized annually for being engaged in the community. The Get Involved Awards, the MLK Day of Service Awards, and the Greek community's award ceremonies all recognize student leaders, clubs, and organizations dedicated to improving the community through engagement. Student leadership and awards are reflected on the OspreyAdvantage transcript which students can access and download at any time to add to their résumé or portfolio. A sample news story about the annual service award ceremony is online: https://stockton.edu/news/2017/student-involvement-awards-2018.html

Changes Since 2010
Important changes to students' community engagement include the creation and funding of SCCE Student Fellows and the Office of Service-Learning's Bonner leaders. The number of SCCE Student Fellows has increased from four in the spring of 2014 to 30 in spring of 2019.

B. 5.   *Describe how institutions have designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community-engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities. (Word limit: 500)*

Stockton has improved access to high-quality community engagement experiences on several levels. The Institute for Faculty Development's (IFD) workshops, "Scholarship of Engagement Professional Development Series on Community Engagement and Civic Action," teach professors how to involve students in asset and capacity building collaborations in our community and how to fully integrate the work back into their coursework and research. This program is intended to weave community engagement further into the identity of the institution.

Additionally, Stockton has invested heavily in co-curricular civic learning and community engagement activities. The Stockton Center for Community Engagement (SCCE) developed, and still manages numerous programs in the community. Volunteering in these activities is available to the entire campus and is not tied to a club or class. Ongoing reflection is led by the SCCE leadership team who discuss with the students the inception and purposes of the programs, the benefits to all partners, and the ethical considerations to manage with each population.

The Division of Student Affairs maintains several active campaigns to engage more students every year in community activities and student leadership roles. These efforts are summarized on the Leadership and Community Service web page: https://stockton.edu/student-development/leadership-comserv/index.html

 The Office of Student Development (OSD) leads the co-curricular activities on campus. OSD has rebuilt the Fall Day of Service event to include more "active" engagement activities and more areas for reflection than in the past to engage the attendees in more meaningful ways. Their move to digitize the student engagement and co-curricular record system was specifically designed to make community-engaged projects more accessible and to make the process of volunteering more transparent. OSD has also created new programs this past year to build opportunities for the development of cultural competencies including an overnight retreat on social justice issues and several programs/opportunities to better engage our underrepresented students.

As a structural change across many campus offices and centers, free transportation to community-engagement projects has been increased and projects are being conducted at more varied times of the day and week. The Stockton Center for Community Engagement and the Office of Service-Learning now place Federal Work Study students in collaboration projects with community-partner organizations, allowing students to merge their paid work with their engagement opportunities so that they do not have to choose between supporting themselves financially or being engaged in their communities and developing diverse leadership skills. These two changes were made to remove barriers to participation for diverse students who might have otherwise been excluded from the benefits of community engagement opportunities and benefit the communities they work in, as the partners see more of themselves reflected in the Stockton students with whom they engage.

Finally, after having examined demographic trends of students who participate, the student leaders in the Division of Student Affairs recommended a campaign specifically focused on the "Commuter Connection" for students who live off-campus. A dedicated web page, complete with links to a commuter-specific student organization, offers a variety of ways for these students to increase their community engagement: https://stockton.edu/student-development/commuter-connection/index.html

Professional Activity and Scholarship

B. 5.1. *How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Indicate whether the faculty are tenure-track or part-time/non-tenure track Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)*

The following five examples showcase faculty members who have incorporated community-based teaching and learning into courses and turned that activity into research to improve teaching and learning through the scholarship of teaching and learning. These faculty members' community-engaged scholarship has been rewarded through promotion and/or financial support for travel.

- Dr. Victoria J. Schindler, Tenured Professor of Occupational Therapy published the article *Using Service-Learning to Teach Mental Health and Research Skills* that describes how an occupational therapy program used Service-Learning to integrate the learning objectives for mental health and research curriculum content. The Service-Learning program assisted participants diagnosed with mental illness to achieve success in higher education and/or related goals and served as a clinical program within a research curriculum for entry-level graduate occupational therapy students. The occupational therapy students served as mentors for the participants. The purpose of the program for the occupational therapy students was to teach research skills, clinical skills, and increase comfort in working with the mental health population. Seventy-eight occupational therapy students participated in the program over four academic years. Results indicated that the occupational therapy students gained comfort with the population and competence in their clinical and research skills.

Schindler, V. P. (2011). Using Service-Learning to teach mental health and research skills. *Occupational Therapy in Health Care*, 25(1), 54-64. (doi: 10.3109/07380577.2010.519430. Epub 2010 Oct 11)

- Dr. Jessie Finch, Assistant Professor of Sociology and Anthropology, on tenure-track, and Dr. Jennifer Forestal, Assistant Professor of Political Science, on tenure-track, presented the paper *Teaching the Town Hall: Incorporating Service-Learning* in a large introductory lecture course at the American Political Science Association's Teaching and Learning Conference in Baltimore Maryland in February 2018. Their travel to and full participation in the conference was supported by the institution.

- Drs. Jennifer Barr, Tenured Professor of Business Studies, Marketing and Michael Busler, Tenured Professor of Business Studies and Finance published the peer-reviewed article "Service-Learning in a Marketing Research Course: The Benefits that Accrue to Students" in the *Journal of Modern Education Review*, 3(9), 655-664 in 2013. Their projects engage students in a wide variety of community-based market research activities that mutually benefit the agencies for whom students volunteer, and the students gain hands-on experiences working in their field.

- Dr. Joseph Trout, Associate Professor of Physics has an upcoming paper in the *journal The Physics Teacher* in which he reports on and analyzes the results of the active and Service-Learning activities involved in the "Day of Science" of his introductory physics class. Both the grade-school and the university students described the course as very successful. "Combining Active Learning Techniques and Service Learning in a Section of Physics I with Calculus Course" appears in 57(109), 109-111.

- Dr. Diane Falk, Tenured Professor of Social Work presented the paper "Promoting social development through Service-Learning in a secondary school in Uganda: A cross-cultural educational exchange" at the International Consortium on Social Development in Zagreb, Croatia in 2017.

Since our last classification, our institution has added specifically-dedicated funds to support the Scholarship of Engagement, linked here: https://stockton.edu/research-sponsored-programs/internal-grants.html

C. 5.2. *How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)*

Our faculty has collaborated with partners on research in the health sciences, environmental research, research addressing social concerns, and research in education in collaboration with schools. The following five examples highlight these collaborative efforts with the community. These faculty members' community-engaged scholarship has been rewarded through promotion and/or financial support for travel, using internal funds that have been increased since the time of our last classification.

- Crowell, T. (2016) Understanding patients' process to use medical marijuana: A southern new jersey community engagement project. Journal of Patient Experience. (3)1-7. doi: 10.1177/23743735166670002)

  Dr. Crowell partnered with Compassionate Care Foundation (CCF) to investigate patients' process to seek and obtain the use of medical marijuana, along with patient diagnosis and baseline pain. Such data would shed light on this new endeavor and provide solid data to legislators to help shape the policies and procedures regarding the availability and dissemination of medical marijuana.

- Schindler, V.P. (2014). Community engagement: Outcomes for occupational therapy students, faculty and clients. Wiley Online Library. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/24477943.

  Dr. Schindler partnered with undergraduate college students or community members diagnosed with a mental illness, a learning disability and/or an autism-spectrum disorder who have higher education or employment goals, master's-level occupational therapy students, and faculty to implement the Bridge Program--a program based on principles of community engagement to meet the needs of these stakeholders. She studied the outcomes of the effectiveness of the program and found that graduate students gained research and clinical skills; clients increased performance and satisfaction toward goals, and faculty achieved goals related to teaching, service and scholarship.

- Erbaugh, B., Jacobson, K.J., Mutari, E. (2015). Report on the status of women in Atlantic County. Retrieved from http://www.atlantic-county.org/documents/publications/StatusofWomeninAtlanticCounty12-14-15.pdf

  The authors partnered with the Atlantic County Advisory Commission on Women, the Freeholders of Atlantic County, and the Institute for Women's Policy Research to write the report. This report was recognized for its significance to all of the citizens of Atlantic County.

- Sullivan, M., et al. (2019). Identification, recovery, and impact of ghost fishing gear in the Mullica River-Great Bay Estuary (New Jersey, USA): stakeholder-driven restoration for smaller-scale systems. Marine Pollution Bulletin, (138), 37-48. Retrieved from https://www.sciencedirect.com/science/article/pii/S0025326X18307707.

  The authors partnered with commercial fisherman to 1) Identify and remove derelict fishing gear over an ~18 km2 area at the mouth of the Mullica River and heavily fished portions of Great Bay, NJ. (2) Identify bycatch species and quantify physical characteristics of recovered gear related to bycatch production. (3) Establish a best practices, cooperative research framework to prevent future loss by directly involving stakeholders in the planning, data collection, and recovery components.

- Falk, D. (2013). A peer-to-peer health education program for vulnerable children in Uganda. Journal of Education and Training Studies. Retrieved from http://dx.doi.org/10.11114/jets.v4i3.1294.

Dr. Falk partnered with the Mustard Seed Secondary School in Lukaya, Uganda on a needs assessment. She presented the idea for the peer-to-peer health education program, and their focus groups and program evaluation led to A Peer-to-Peer Health Education Program for Vulnerable Children in Uganda.

C. 5.3. *How have professional staff contributed to the scholarship of community engagement (through conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programing, etc.)? Provide five examples of professional staff scholarship related to community engagement and describe how this scholarship has been supported since your last classification. (Word limit: 500):*

Our professional staff contributes to the scholarship of community engagement through conference presentation, publication, consulting, and awards, among other. The following are examples of professional staff's contributions related to community engagement. These staff's scholarship related to community engagement has been supported through promotions and/or or financial support for travel and conference registration fees.

- Drs. Michelle McDonald, Lori Vermeulen, and Merydawilda Colón presented "Beyond the Boardwalk: Leading Change as an Anchor Institution in Atlantic City" at the AASCU Winter Meeting 2019, Amelia Island, Florida. The presentation explored some of the university's key initiatives for community support and redevelopment—in the K-12 system, in coordination with local partners, and within the campus curriculum—and demonstrated how Stockton is using the threads of its past to help lead change in the future.

- Dr. Carra Hood, Erin O'Hanlon, Daniel Tomé, Dan Douglas, and Merydawilda Colón presented in the mini-institute entitled, "Creating a Culture of Civic and Community Engagement on College Campuses: Missions, History, and Future Directions" at the Democracy Commitment (TDC) and NASPA Students Affairs Administrators in Higher Education's Civic Learning and Democratic Engagement National Meeting, Baltimore MD, June 2017. The presenters shared key processes needed to cultivate civic and community engagement on college campuses and provided tools for attendees to use to energize and align work on their own campuses.

- Dr. Kaite Yang and Daniel Tome presented "Finding the Global in the Local Community: Integrating Global Learning and Engagement" at a roundtable session at the 2017 Civic Learning and Democratic Engagement Meeting, Baltimore MD, June 2017.

- Dr. Robin Hernandez-Mekonnen collaborated with Dr. Dawn Konrady to feature the work that Stockton's Child Welfare Education Institute is doing to improve the lives of children and families in New Jersey. They published the following peer reviewed article.

- Hernandez-Mekonnen, R. & Konrady, D. (2017). Title IV-E child welfare training and university partnerships: Transforming state child protection services into a trauma-informed system. Advances in Social Work 18(1), 235-249. doi: 10.18060/21323.

- Heather Swenson Brilla presented, "Sustainable Service Projects" at the Jersey Shore Council's

University of Scouting training event for Scout leaders, Galloway, NJ, March 2018. The presentation drew from the ideas in Roger Hart's 1992 essay, "Children's Participation: From Tokenism to Citizenship" and taught scout leaders, scout parents and Boy Scout youth how to develop community engagement and service projects that improve the quality of youth participation, moving them from "manipulation" to "child-initiated, shared decisions with adults." Adults and youth were taught how to involve the community partner in collaborations that were as beneficial to the youth as they were to the community partner and how to meet the needs of both groups with respect and cultural humility.

D. Community Engagement and Other Institutional Initiatives

D. 6.6. *Indicate how community engagement directly contributes to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty, and describe what has changed since the last classification. Provide relevant links if available. (Word limit: 500):*

In the 2017 – 2018 academic year, Stockton University revised its strategic priorities for the campus and all units were charged with creating an action plan to meet the institutional goals outlined in the new document. The Office Institutional Diversity and Equity extracted its diversity and diversity-related goals from the full Institutional Strategic Priorities. An excerpt of those goals with an explanation of how community engagement contributes to achieving those goals is below.

Stockton University Strategic Priorities for 2018: https://stockton.edu/strategic-planning/strategic-priorities.html

Office Institutional Diversity and Equity FY 2018 Integrated Strategic Diversity Plan for 2018: https://stockton.edu/diversity/documents/DiversityCommitteePeriodic2018.pdf
The following two focused actions demonstrate how community engagement aligns to our main diversity and inclusion goal, including generous institutional funding support:

- **Goal 1.1:** Focus institutional efforts toward student success and prepare a diverse group of students to continue to excel in a rapidly changing world.
  - **Action 3:** Expand our reach to create a more diverse student body including increasing the percentages of non-traditional students who are working or changing careers, transfer students, first-generation students, and African-American and Latino students.
    - Community Engagement Response - In 2017, Provost Vermeulen created the Diversity Grant program, a funding opportunity that strengthens the recruitment and retention of a diverse student, faculty, and staff population at Stockton.
      - One program funded for AY 2017 and AY 2018 is F.U.T.U.R.E. (Future Urban Teachers Uniquely and Responsibly Empowered), a program that will work with Atlantic City and Pleasantville High Schools to identify students and guide them into the teaching professions.
      - A second funded program for AY 2018 is New Angles to Success, a partnership between Stockton's STEM collaborative, Atlantic City School District, New Jersey Division of Fish and Wildlife, and the Atlantic County Sheriff's office. The New Jersey Division of Fish and Wildlife will train Stockton students on the Hooked on Fishing not on Drugs curriculum. Our trained Stockton students will then become valuable mentors to children

in grades 5 and 6 from the Atlantic City school district. Ultimately this project will develop partnerships that create pipelines from K-12 schools in the diverse Atlantic City school district to Stockton University.

- o **Action 5:** Recruit students to Stockton from Atlantic-Cape Community College and Atlantic City High School.
    - Community Engagement Response – In 2018, the Stockton University Office of Admissions was awarded a grant to establish a partnership with the Office of the Secretary of Higher Education to implement the AC College Bound Program with the intent of creating a School-to-College Pipeline for Atlantic City and Pleasantville High Schools. The mission of the program is to increase the number of students from under-served areas who are prepared to enter and succeed in post-secondary education by providing academic assistance and enrichment.

D. 6.2. *Indicate how community engagement is connected to efforts aimed at student retention and success, and describe what has changed since the last classification. Provide relevant links if available. (Word limit: 500):*

As Stockton grows and diversifies, it has been developing focused retention efforts. Many successful retention and success initiatives have come out of or are being enhanced by community engagement, including two programs that optimize engagement in our community to keep students enrolled and successful at Stockton.

The Community Resource Roundtable (CRC) is a Stockton Center for Community Engagement (SCCE) initiative intending to connect Stockton students at risk of becoming homeless, suffering food insecurity, or going without some basic needs with off-campus social service agencies' resources. The SCCE uses Stockton's network of community partners to increase these students' resources to keep them moving towards graduation.

During the first 18 months of the CRC, as the SCCE work with these partners to meet students' needs, the relationships have become stronger and deeper. For example, when a student needed a winter coat they were connected to the Beacon Hope Chest, a community-based organization providing food and clothing to those in need in Galloway. During the conversations about this student's needs and how to get her a coat, the program director at the Beacon Hope Chest and the SCCE Community Projects Coordinator discussed how the University could improve food and supplies drives to the program, how the program could be included as a marketing course's Service-Learning project to develop marketing materials for fundraising, and the program director was invited to be a guest speaker for a Stockton course called, "Food Access and Social Policy".

Another new and exciting way the University is using community engagement to increase retention is through a challenge to all freshmen called the Pick Six Program. In a two-year pilot project funded through 2020 Engagement Funding, Dr. Christine Ferri is exploring whether students who are engaged with their on- and off-campus community will be more likely to stay enrolled and complete their degree. Freshmen can choose at least six out of ten major campus-wide events in their freshman year, including an opportunity to volunteer at any of the Stockton Center for Community Engagement off-campus community programs. Students who participate in at least six events are invited to a reflection breakfast to discuss their experiences. The reflection breakfasts will provide an opportunity for students to reflect

on their participation in these events and how the events have impacted their first-year experience. The breakfasts will also give administrators and directors an opportunity to interact with students and learn more about their successes and challenges as a student.

D. 6.3 *Indicate whether the campus institutional review board (IRB) or some part of the community engagement infrastructure provides specific guidance for researchers regarding human subjects protections for community-engaged research, and describe what has changed since the last classification. Provide relevant links if available. (Word limit: 500):*

Those activities with a Service-Learning or community-engagement component that are purely pedagogical or intended to enhance or strengthen ties within the community do not require IRB approval. However, if the Office of Service-Learning determines that students will be engaged in activities within the community that could be classified as research, including data collection, interviews, etc. which will result in publication or could otherwise be disseminated to the larger community in the context of research, the Office of Service-Learning will refer the faculty member to the IRB Chair to determine if IRB approval is needed.

Stockton's IRB has a Federal-Wide Assurance. The Stockton IRB meets monthly to review protocols requiring full board review. The composition of the IRB committee, the meeting dates and submission schedule, as well as the link to the online application and instruction manual can be found here: https://stockton.edu/research-sponsored-programs/irb.html. Applications that require exempt or expedited review are reviewed weekly by the IRB Chair. There is a procedure by which faculty can submit a proposal on behalf of a class, instead of one proposal per student. This procedure was created to reduce barriers for faculty and students engaged in Service-Learning and other community-engaged activities.

D. 6.4. *Indicate whether community engagement is connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students, and describe what has changed since the last classification. Provide relevant links if available. (Word limit: 500):*

In the 2017 - 2018 academic year, Stockton was awarded three grants from the National Oceanic and Atmospheric Administration (NOAA) totaling $74,301.58. The grants fund Stockton's training of the Conservation Wildlife Fund – New Jersey (CWFNJ) in the removal of derelict fishing gear and crab pots from the Delaware Bay and the development of instruments to measure the impacts of northeasters on the shoreline of Atlantic City.

The team is currently on its third round of funding form the NOAA Marine Debris Removal program. To date, over $70,000 has been directly and indirectly put back into the commercial crabbing industry of South Jersey. In return these commercial partners have assisted Stockton's research goals by actively participating in the process and helping to engage additional community partners. The commercial partners have inspired research ideas and developments in our restoration approaches. For crabbers – our removal techniques were refined with their help. These Federally-funded programs have expanded over the three-years of funding and now include the University helping the aquaculture industry recover from gear losses during the extreme icing events in 2018. Our aquaculture industry partners provide insight for oyster bed placements and other practical knowledge.

In addition to community research partners, MARS 3307 "Fisheries Science and Management" undergraduate students helped collect data during our community processing day events (days that the

crab pots are collected from the bays) that contributed to several figures in the final publication of the faculty's research. Multiple undergraduates who worked on this project in an independent study capacity are cited in the Acknowledgments. Co-author David Ambrose (BA, Marine Science, Dec 2014) began contributing to this work as an undergraduate and is now a technician at the Stockton Marine Field Station.

D. 6.5. *Indicate whether the institution encourages and measure student voter registration and voting, and describe the methods for encouraging and measuring student voter registration and voting and what has changed since the last classification. Provide relevant links if available. (Word limit: 500):*

As a founding institution of AASCU's American Democracy Project, Stockton has long emphasized voter registration. Stockton routinely observes National Voter Registration Day each year with tabling to assist students with voter registration applications. In addition, voter registration forms are available year-round in the library for students to access easily. These efforts have produced clear results; Stockton receives the campus report from the National Study of Learning, Voting and Engagement (NSLVE) to measure students' political engagement, and https://www.stockton.edu/political-engagement-project/nslve.html. In 2012, 74.1% of Stockton students were registered; by 2016, 78.8% of Stockton students were registered to vote. Over the same time period, Stockton saw its voting rate increase as well—in 2012, 44.5% of all Stockton students turned out to vote compared to 53.1% in 2016.

The NSLVE campus report has been an effective diagnostic tool for our campus as well, revealing opportunities to increase voter turnout and helping to identify particular student demographic groups that are registered and voting at lower rates. In reflecting on this data, there were several new efforts initiated on campus around voter registration and mobilization ahead of the fall 2018 midterm elections.

In fall 2018, most voter engagement efforts were coordinated through a new interdisciplinary course—Stockton Votes. Taught by a Political Science faculty member, students in this project-based course collaborated to plan and implement voter registration and mobilization that would most effectively engage their peers, and measured their impacts on an ongoing basis. As part of these efforts, voter registration opportunities were offered at wider variety of events throughout the fall, including events focused on political awareness and engagement as well as university-wide events. Students in the course also coordinated a more robust National Voter Registration Day event, offering students information about voting options, help with voter registration and absentee ballot request forms, and opportunities to vote on a voting machine (made possible through our partnership with the Atlantic County Superintendent of Elections).

The Stockton Votes course also focused on providing accessible information about voting and registration, creating a social media presence and partnering with other university departments to share information as well. This amplified the efforts of students in the course, ensuring that a wider audience would have the information needed for their voter registration.

In addition to these efforts from the Stockton Votes course, Political Science faculty regularly provided information to the campus community to support voter registration on campus. Newly created websites provided up-to-date information about voting (https://www.stockton.edu/political-engagement-project/options_for_voting_in_nj.html) and registration (https://www.stockton.edu/political-engagement-project/voter_registration_in_nj.html) in New Jersey. Emails with step-by-step voter

registration instructions were sent to all Stockton students and reminders about upcoming registration and voting deadlines were included in weekly emails that all students receive. Finally, instructions for how to walk their students through voter registration were sent to all faculty. These extensive new initiatives in 2018 were supported through Stockton 2020 Engagement grant as well as funds from Stockton's American Democracy Project/Political Engagement Project and we look forward to continuing these robust voter engagement efforts going forward.

D. 6.6. *Indicate whether the institution is committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement, and describe what has changed since the last classification. Provide relevant links if available. (Word limit: 500):*

To demonstrate Stockton's longstanding commitment to providing opportunities for students to discuss controversial issues across the curriculum, every undergraduate is required to take one course that fulfills each of four general studies attributes in order to graduate. These attributes are Arts (A), Values and Ethics (V), Historical Consciousness (H), and International/Multicultural (I). Attributes are attached to a course whose syllabus' focus fits established criteria.

The Values and Ethics attribute "V-Courses" specifically requires our students to discuss and dissect ethical issues. Professors requesting this attribute must meet the following threshold:

> *"Thoughtful consideration of ethics, ethical decision making and ethical dilemmas is a primary component of a "V" designated course. This discussion of ethical decisions necessarily involves understanding and applying a variety of ethical concepts such as justice, fairness, or loyalty…..To achieve this goal students in these courses must actively engage in ethical reasoning and acts of ethical imagination and must practice looking at both sides of an issue…."*

Additionally, the "I-Courses" require students to discuss controversial topics and professors requesting this attribute must meet the following threshold:

> *"An "I" designated course must have as a primary focus at least two of the following subject areas: international issues, class issues, gender issues, ethnicity issues, and/or race issues…..It is suggested that courses that deal primarily with race, class, gender and ethnicity issues consider how these issues are dealt with in varied regions of the world. Students in an I-course should be made to consider a perspective different from their own particular worldview. Critical examination of, and comparison to, other cultures is integral to this goal. These cultural differences may arise out of differences in national or regional origins, race or ethnic group, class, and/or gender."*

In addition to curricular engagement, Stockton encourages its students to organize themselves into clubs and associations according to their interests and passions. When controversial issues are discussed on campus or when events are scheduled which may cause a conflict between clubs and organizations' missions or ideologies, the Office of Student Development ensures that clubs are given a space to get their message across.

An excerpt of two student-sponsored events from the Fall 2018 semester discussed controversial issues and included a space for discussion and mediation of discussion.

"Ain't I a Womxn" was hosted by the Unified Black Student Society, F.E.M.A.L.E.S. (Focused, Educated, Motivated, and Aspiring Ladies Empowering Society), and Lambda Tau Omega Sorority and included a discussion on what it means to identify outside of the gender binary.

"We are Man Enough" was hosted by M.A.L.E.S. (Men Achieving Leadership, Excellence, and Success) and Lambda Sigma Upsilon Fraternity. "Man Enough" is a disruptive social movement ignited by a dinner conversation series that explores the heart of traditional masculinity in America. Their promotional materials state, "Let's hold ourselves and each other accountable to consciously taking part in this conversation, listening even when it gets uncomfortable, and making real changes in our lives to be better men tomorrow than we are today."

D. 6.7. *Indicate whether your campus has curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above, and describe what has changed since the last classification. Provide relevant links if available. (Word limit: 500):*

Our campus has several courses that cover social change in terms of the history of protests, writing for social change, the law and social change, and black lives in society. The course that most specifically addresses the social innovation or entrepreneurship is "Tools for Social Change (GEN 1043)." The course description is:

> "Students are given the opportunity to learn how to design, implement, and evaluate different models of high-impact practices of community organizing. Successful participation and completion of this course prepares students to become active citizens by promoting civic engagement and social responsibility."

This course was implemented in the last five years and is offered every semester. In the fall 2018 semester, there were two full sections (70 students total), one taught at our main campus in Galloway and one taught at our campus in Atlantic City.

Finally, this course is an option for our new concentration in Community Leadership and Civic Engagement within the Liberal Arts major. The entire major program is described on its own dedicated web site: https://www.stockton.edu/general-studies/community-leadership-civic-engagement.html

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.

Outreach

E. 1.1. *What changes to outreach programs and functions (extension programs, training programs, non-credit courses, evaluation support, etc.) that reflect a community engagement partnership approach have taken place since your last classification? Describe three examples of representative outreach programs (Word limit: 500):*

Stockton recently launched partner-based Stockton Transfer Pathways, an exciting new dual admission option with participating New Jersey community colleges. Students entering this program receive conditional acceptance to Stockton while they work on their associate's degree at one of our partner community colleges. This innovative partnership makes higher education more affordable for New Jersey students by providing a direct, cohesive route to a bachelor's degree with easy transfer of credits. https://www.stockton.edu/admissions/pathways.html

Transfer Pathways shares similar goals with Stockton's High School Dual Credit program that pairs adjunct-qualified high school teachers with full-time Stockton faculty to offer college credit while their students are still enrolled in high school classes. The partnership offers thousands of dollars in tuition savings to high school students, and enhances our relationships with area high schools. A full description of the program is at this website: https://stockton.edu/admissions/high-school-dual-credit.html

The Stockton Office of Continuing Studies has also expanded on workforce development activities with programs serving Atlantic and Cape May Counties. These provide job readiness, life skills, and industry-specific training to job seekers; occupational training and job placement services to individuals aged 18-24 who are not in school; and job placement services to marginalized populations in Atlantic County.

Stockton also provides services to the community for program review, evaluation, and improvement including;

- Lloyd D. Levenson Institute of Gaming, Hospitality and Tourism
  https://stockton.edu/light/index.html

- Coastal Research Center https://stockton.edu/coastal-research-center/

Three examples of outreach programs are:

Small Business Development Center (SBDC):
The Small Business Development Center (SBDC) of Atlantic, Cape May and Cumberland Counties, located at the Carnegie Center in Atlantic City, provides business assistance services to establish new enterprises and promising start-ups with the objective of increased economic activity. Stockton funds the programs of the SBDC. Annually, SBDC oversees more than 450 one-to-one client sessions and runs about 50 events that provide training to 1,000 individuals.

Computer Science Programming Competition for High School Students:
Annually, the Information Technology Department collaborates with the Computer Science Teachers of America (New Jersey Chapter) to host the Computer Science Programming Competition where teachers get insight into the collegiate computer science curriculum while affording their students the opportunity to engage in a team-based, quantitative activity that tests their analytical and problem-solving skills. The program served 205 students and 18 schools in 2018 an increase of 116 students and 10 schools from its first year in 2016. https://livestream.com/StocktonUniversity/CSTA2018/videos/171711304

Jersey Shore Council Merit Badge Academy for the Boy Scouts of America:
Annually for the last five years, Stockton has sponsored the Jersey Shore Council Merit Badge Academy for the Boy Scouts of America. Over 400 boys and girls ages six to 18 participate in classes taught by Stockton professors and community members. Stockton opens its computer labs, science labs, greenhouses, library, gymnasiums, and classrooms to the community for the day. A little over one-third of the classes are taught by Stockton professors or staff.

E. 1.2. *What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Provide examples of how these institutional resources are consistent with a community engagement partnership approach, (Word limit: 500)*

Since the last review, Stockton has continuously expanded outreach by increasing community access to our institutional resources, and by increasing engagement partnerships at new locations. For example, the library expanded its offerings to include five PCs exclusively for community members and began doing outreach to clients of the Small Business Development Center. The library director now meets with budding entrepreneurs from our community to help them do the research they need to write their business plans and back up claims they make to get funding from lenders. In addition, our library has collaborated with Information Technology Services to create patron ID cards for affiliated community partners of the university who enjoy borrowing privileges comparable to our enrolled student body. Similarly, our athletic events, and cultural and arts events have continued to be open to the community, with an increasingly expanding array at locations we have opened since the last classification review.

Examples are:
- Stockton completed the restoration agreement it signed with the town of Hammonton (18 miles from campus) to renovate a former industrial building and collaborate with the town planners on a community education center adjacent to the rail station to better serve the western part of Atlantic County. The Kramer Hall Instructional Site opened in 2013. It hosts a cultural arts museum and exhibitions focused on the history of western Atlantic county, as well as serving dozens of community groups and events who consider the site part of their overall downtown renaissance plan. A full calendar of community events is continuously updated on this webpage: https://stockton.edu/kramer/index.html

- Stockton opened the Noyes Arts Garage in Atlantic City, which consistently hosts local artists' creative spaces, special events in the city, and launched the Museum of African American History in Atlantic City. http://www.artsgarageac.com/ The Garage is close to Atlantic City's historic Dante Hall, where Stockton is an anchor partner. http://www.dantehallstockton.org/

- Stockton's first Ocean County location, the Manahawkin Instructional Site, hosts a monthly series of community-focused events featuring topics that range from the local economy to water quality to healthcare. Biannually the site host educational resources for non-profit organizations. https://stockton.edu/manahawkin/calendar.html

Since the last review some agreements have changed, for example:

Stockton had entered a partnership agreement with the Noyes Museum in neighboring Oceanville (three miles from campus) where we invested $250,000 in their capital improvements and became partners in designing a Dodge Foundation proposal for community arts and environmental education programs. Between August and December of 2017, Stockton University accepted responsibility for determining the final remaining assets of the Noyes Foundation, including ownership of the Oceanville property, relocating the art to reach more communities at many additional locations.

Likewise, the Greater Atlantic City Tourism Council and the Bay Atlantic Symphony have relocated out of the Carnegie Center in Atlantic City, but the Small Business Development Center of Atlantic, Cape May, and Cumberland Counties maintain permanent office space in Stockton's Carnegie Center. Stockton funds the staff positions that support this engagement and routinely seeks additional opportunities to partner with Atlantic City from this location.

2. Partnerships
E. 2.1. *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).

Project/Collaboration Title
Organization name
Point of Contact
Email
Phone
Institutional Partner
Purpose of this collaboration
Length of Partnership
Number of faculty involved
Number of staff involved
Number of students involved
Grant funding, if relevant
Impact on the institution
Impact on the community

The following are examples of partnerships that were in place during the 2017-2018 Academic Year:

Project/Collaboration Title:	Baccalaureate Child Welfare Education Program/Masters Child Welfare Education Program
Organization Name::	New Jersey Department of Children and Families (DCF)

Point of Contact:	Christine Norbut Beyer, MSW, Commissioner
Email Address:	dcf.commissioner@dcf.nj.gov
Phone Number:	609-888-7900
Institutional Partner:	Child Welfare Education Institute, Dawn Konrady
Purpose of this Collaboration:	The Baccalaureate Child Welfare Education Program (BCWEP) is a consortium of eight New Jersey undergraduate social work programs working in partnership with the State's Department of Children and Families (DCF) on enhancing recruitment and retention of specially qualified caseworkers in public child welfare. Established in 2005 and led by Stockton University, BCWEP provides financial support to selected undergraduate social work students during their internship year at the Division of Child Protection and Permanency (DCP&P). Students intern at local DCP&P offices throughout the state under the supervision of credentialed field instructors, take a specialized course in child welfare, and participate in work readiness training. Successful graduates are guaranteed a position and commit to working for at least two years as DCP&P caseworkers. The Masters Child Welfare Education Program (MCWEP), established in 2012, is a consortium of four New Jersey Master of Social Work (MSW) programs. Building on BCWEP, it offers Division of Child Protection and Permanency supervisors the opportunity to strengthen their skills in clinical social work practice, leadership, and supervision, while obtaining an advanced credential in social work (MSW). Successful applicants must be recommended by their DCP&P office administration and agree to continue their employment for several years beyond graduation. The purpose of both programs is to ensure that children and families vulnerable to child abuse and neglect receive services from caseworkers who are professionally educated and knowledgeable about the most effective, evidence-informed approaches to child protection work.
Length of Partnership:	BCWEP: 14 years, MCWEP: Seven years
Number of Faculty Involved:	Four

Number of Staff Involved:	Two
Number of Students Involved:	BCWEP: 527, MCWEP: 114 Since Program Inception
Grant Funding, if relevant:	Both programs have been funded by a state contract. BCWEP was also funded by a federal Title IV-B Discretionary Grant from the Children's Bureau from 2005-2009. Total amount of funding: $20,393,521.
Impact on the Institution:	Stockton benefits because its students get financial support and guaranteed caseworker positions upon successful program completion. Stockton earns recognition from other New Jersey social work programs for leading the two consortia and bringing this benefit to their students. Stockton gains statewide and national recognition for its work in advancing public child welfare. Its faculty gains an opportunity to do research because of its relationship with DCF.
Impact on the Community:	BCWEP: Stockton helps DCF with recruitment, retention, and the provision of quality, evidence-informed services that meet nationally accepted standards of excellent case practice in child welfare. MCWEP: DCF benefits from having its supervisors gain knowledge and skills that enable them to provide high quality supervision for DCP&P caseworkers. This collaboration has strengthened the child welfare system and has led to improving services for New Jersey families.

Project/Collaboration Title:	The AC Collaborative
Organization Name::	AtlantiCare Foundation
Point of Contact:	Samantha Kiley, Executive Director
Email Address:	Samantha.Kiley@atlanticare.org
Phone Number:	609-407-2334
Institutional Partner:	School of Social and Behavioral Sciences (SOBL), Dr. Marissa Levy, Dean
Purpose of this Collaboration:	To assist the Atlantic City Collaborative, a consortium of community stakeholders engaged in a variety of social service work in Atlantic County, in a data driven exercise in which the academic partner, Stockton University, provides students to enter social service data in Homelessness Management Information Systems (HMIS) from several of the largest service providers in Atlantic County. The students were enrolled in an independent study called "Connect

	AC". Under Dr. Levy's guidance, the research team mobilized and entered data at several agencies throughout the county. For the first two semesters, students cross-referenced service providers and clients manually. Now that a significant amount of data has been entered, the county is able to run more accurate reports of services provided around Atlantic City and throughout Atlantic County.
Length of Partnership:	18 months
Number of Faculty Involved:	One
Number of Staff Involved:	One, the Dean of SOBL
Number of Students Involved:	Seven in fiscal year 2017-2018
Grant Funding, if relevant:	This collaboration was so promising that the Collaborative applied for a Robert Wood Johnson Foundation Upstream Grant with AtlantiCare as the lead agency and Stockton University as the academic partner. The grant was awarded in 2018.
Impact on the Institution:	Stockton's role in this collaborative is to serve as the academic partner bringing best practices to the research design as well as expert facilitators to bridge the gaps from agency-to-agency and agency-to-community. In addition to this direct community impact, the university benefits since our students and faculty engage in meaningful ways with the community members and future employers.
Impact on the Community:	The partnership of the AC Collaborative and Stockton has a tremendous impact on the community as the agencies who are a part of the collaborative such as AtlantiCare, Jewish Family Services, Turning Point, and Volunteers of America, directly serve those in need. The partnership has allowed these agencies to track services provided to residents at the county-level so these stakeholders can determine if they are over-serving or under-serving the citizens.

Project/Collaboration Title:	New Jersey Beach Profiles Network
Organization Name::	New Jersey Department of Environmental Protection (NJDEP), Division of Coastal Engineering
Point of Contact:	Christopher Constantino, Environmental Specialist 3
Email Address:	Christopher.Constantino@dep.nj.gov
Phone Number:	732-225-0767

Institutional Partner:	The Coastal Research Center (CRC), Dr. Stewart Farrell, Executive Director
Purpose of this Collaboration:	Provide data and repetitive surveys of 171 New Jersey state beach locations from Raritan Bay to Delaware Bay and evaluate performance criteria on multiple New Jersey/Federal partnership coastal zone projects.
Length of Partnership:	33 Years
Number of Faculty Involved:	One
Number of Staff Involved:	Nine
Number of Students Involved:	Between three and eight per semester
Grant Funding, if relevant:	The NJDEP provides over one-half million dollars a year in funding.
Impact on the Institution:	The project gives Stockton students research experience and exposes them to potential employment opportunities with the NJDEP, Stockton receives positive recognition, and $130,000 per year overhead funds.
Impact on the Community:	There are at least seven coastal communities with direct ties to the Coastal Research Center since the 1990s. Our post-Storm Sandy beach damage assessment has been nationally published. Currently, the Coastal Research Center is working with six communities to document the impacts of nuisance flooding.

Project/Collaboration Title:	Three projects--Work First New Jersey "To Work" Program, Atlantic County Job Placement/Job Retention Program, and Atlantic County Out-of-School Youth Opportunity Program
Organization Name::	Atlantic County Workforce Development Board
Point of Contact:	Rhonda Lowery, Executive Director
Email Address:	Rhonda.Lowery@dol.nj.gov
Phone Number:	609-485-0153 x4804
Institutional Partner:	Office of Continuing Studies, Bahiya Cabral-Johnson, Director
Purpose of this Collaboration:	Work First New Jersey "To Work" Program - To provide marginalized populations in Atlantic County with skills, credentials, and experience that facilitate their ability to connect to post-secondary education or employment.

Atlantic County Job/Placement Program – To assist the marginalized population in their job search efforts by connecting to employers, identifying employers staffing needs, and |

	referring appropriate candidates for job openings. Atlantic County Out of School Youth Opportunity Program – To assist individuals aged 18-24 in developing skills, earning industry recognized credentials, acquiring experiences that facilitate their ability to connect to post-secondary education and/or employment, and to assist these youth in their job search efforts.
Length of Partnership:	Four Years
Number of Faculty Involved:	None
Number of Staff Involved:	Work First New Jersey "To Work" Program – 13, Atlantic County Job Placement/Job Retention Program – 10, and Atlantic County Out-of-School Youth Opportunity Program - 6
Number of Students Involved:	None
Grant Funding, if relevant:	Work First New Jersey "To Work" Program - $660,007 Atlantic County Job Placement/Job Retention Program - $543,186 Atlantic County Out-of-School Youth Opportunity Program - $67,640
Impact on the Institution:	Increases the institution's awareness of the economic needs of the community and serves as a bridge for non-traditional students to access a post-secondary education.
Impact on the Community:	The partnership has an important impact on the community, as it contributes to meeting the economic needs of the community by assisting community members in their acquisition of marketable skills and work experience, and in obtaining employment. The partnership raises awareness in the community of post-secondary educational opportunities available at Stockton and at other institutions and helps the community members served to develop a career pathway that helps them to envisage career opportunities beyond entry-level employment. The partnership also helps the business community by identifying staff needs and helping to develop a workforce capable of meeting those needs.

Project/Collaboration Title:	Adler Aphasia Center-Aphasia Communication Group
Organization Name::	Adler Aphasia Communication Group

Point of Contact:	Ms. Gretchen Szabo, Speech Language Pathologist, Research Department Program Coordinator
Email Address:	gszabo@adleraphasiacenter.org
Phone Number:	973-530-3981
Institutional Partner:	School of Health, MaryAnn Schiattarella, MA, CCC-SLP, Academic Fieldwork Coordinator, Master of Science in Communication Disorders (MSCD)
Purpose of this Collaboration:	Aphasia communication groups are facilitated by Adler trained speech-language pathologists and meet every other week for two hours. Participants from the community learn effective communication strategies and make new social connections with others with aphasia, while building their confidence and self-esteem. Two students are selected from the MSCD program to assist the facilitator with the groups. They typically serve three consecutive semesters, before another group of students is chosen for a seamless transition of student participation.
Length of Partnership:	Four Years
Number of Faculty Involved:	None
Number of Staff Involved:	One
Number of Students Involved:	Four MSCD students per year
Grant Funding, if relevant:	None
Impact on the Institution:	The affiliation with the Adler Aphasia Center has provided a hands-on learning environment for students in the MSCD program to earn clinical hours with adults with aphasia, a typically challenging area to find clinical hours. Students are able to learn the Life Participation Approach to aphasia therapy and be supervised by an Adler Aphasia Center trained speech-language pathologist. There are opportunities for research, group planning, and facilitating. As an affiliate, MaryAnn Schiattarella, Academic Fieldwork Coordinator for MSCD is able to act as a Stockton University member of the Adler Aphasia Center Speech-Language Pathologist Advisory Committee and assist in determining needs of the community, program building, guide research, and participate in professional development events.
Impact on the Community:	People with aphasia are able to receive free, continued supportive therapy beyond the restrictions of their insurance companies' limits.

	The group also promotes socialization and education for the attendees. The Adler Aphasia Center is also supportive of collaborative research opportunities with Stockton University faculty and students.

Project/Collaboration Title:	Friends of Hellenic Studies
Organization Name::	Friends of Hellenic Studies (FHS)
Point of Contact:	Catherine Karathanasis, FHS Co-Chairperson
Email Address:	cathyfakis@gmail.com
Phone Number:	
Institutional Partner:	School of Arts and Humanities, Dean C. and Zoe S. Pappas Interdisciplinary Center for Hellenic Studies, Dr. Tom Papademetriou, Executive Director and Professor of History
Purpose of this Collaboration:	To promote and help strengthen the Stockton Hellenic Studies program and enable Hellenic Studies students to acquire the knowledge first developed by ancient, classical, Byzantine, and contemporary Greek scholars. To fund scholarships, student and faculty financial support for study abroad to Greece, Cyprus and Italy, and to sponsor lecture series, symposia and cultural activities.
Length of Partnership:	24 Years
Number of Faculty Involved:	Six
Number of Staff Involved:	Five
Number of Students Involved:	~200 (This includes those registered for classes, interns, special event participants, assistants and volunteers.)
Grant Funding, if relevant:	None
Impact on the Institution:	FHS sponsors several fundraising events throughout the year which support the activities of Stockton University's Interdisciplinary Center for Hellenic Studies. Proceeds help provide scholarships and support fellowships and study-abroad programs for members of the Stockton family.
Impact on the Community:	Community outreach is essential to the work of Friends of Hellenic Studies (FHS). The Greek-American communities of New Jersey are an integral part of their mission. The Greek community and the community in general benefit from the partnership between Stockton and FHS as FHS serves as a conduit to the University's many enrichment programs through cultural trips and presentations which focus on Hellenism.

Project/Collaboration Title:	Center for Family Services (Formerly known as Family Services Association) (FSA)
Organization Name::	Center for Family Services (Formerly known as Family Services Association) (FSA)
Point of Contact:	Cassandra Shellhorn, Director of Community Services
Email Address:	Cassandra.shellhorn@centerffs.org
Phone Number:	609-569-0239 x1102
Institutional Partner:	Stockton Center for Community Engagement Heather Swenson Brilla, Community Projects Coordinator
Purpose of this Collaboration:	The purpose of the FSA and Stockton collaboration is to connect the resources of one of the largest social service agencies with those of the largest institution of higher education in the same geographical region. Components of the collaborations over the last 20 years have included monthly food drives at Stockton to support the food pantry at the New Day Success Center, BSW and MSW internships in FSA's community and behavioral health programs, Stockton Martin Luther King, Jr. Day of Service Projects, FSA has received regular volunteers for their programs through Service-Learning courses, and Stockton students hold supply drives to send program supplies to some of the FSA community programs. In the last two years, Stockton has connected with FSA's Kinship Navigator program to offer support for applying to any college to a population who has unique struggles with the FAFSA application. FSA was a part of the team collecting data for Stockton's application for its second Educational Opportunity Fund Program, EOF-AC, which includes recruitment of youth who aged out of foster care or who were raised in informal kin care. Finally, through their Kinship Navigator program, FSA worked with a Stockton research team investigating the experiences of youth who go to college without strong familial support. The results of the research are intended to benefit both students enrolled at Stockton and students who plan to enroll to be successful and graduate on-time.
Length of Partnership:	>20 years

Number of Faculty Involved:	Two to four per semester
Number of Staff Involved:	Two to four per semester
Number of Students Involved:	10 to 20 per semester
Grant Funding, if relevant:	Both organizations have shared data and letters of support to secure their own grants.
Impact on the Institution:	Family Service Association has been one of Stockton's largest community partners for over 20 years. Students who work with FSA have had the opportunity to work with diverse populations, develop project management skills and community program assessment skills, and collaborate on research.
Impact on the Community:	Brian Jackson, the Chief Operating Officer for the Stockton Atlantic City Campus, has been a member of the board of FSA for 20 years. Stockton's multilevel partnership with the FSA has facilitated the agency's growth of its services both in capacity and scope, and the agency has benefited from the energy and evidence-based practices of the BSW and MSW interns. Stockton has supported the FSA infrastructure and supported its growth.

Project/Collaboration Title:	Recovery of Ghost Fishing Gear in Southern New Jersey Coastal Bays
Organization Name::	Southern New Jersey Commercial Crabbers
Point of Contact:	Karen and Warren Unkert
Email Address:	kwdixie313@gmail.com
Phone Number:	
Institutional Partner:	School of Natural Sciences and Mathematics, Stockton University Marine Field Station, Dr. Mark Sullivan, Associate Professor of Marine Science, and Steve Evert, Associate Director of Marine Field Station
Purpose of this Collaboration:	1: Survey and map ghost (i.e. abandoned, lost, discarded) crab traps with side-scan sonar acoustic technology in shallow New Jersey coastal bays. 2: Recover and recycle ghost crab trap gear through the combined efforts of collaborating crabbers, project scientists, and volunteers. 3: Train coastal bay crabbers and volunteer groups on best practices for in-season and off-season gear recovery methods and low-cost sonar operation skills.

	4: Educate recreational boaters and crabbers on the best practices for avoiding crab trap buoys and properly setting their own traps.
Length of Partnership:	6 Years
Number of Faculty Involved:	Two
Number of Staff Involved:	Four
Number of Students Involved:	>100
Grant Funding, if relevant:	3 NOAA Grants Received: "Next Generation Marine Debris Removal" - $226,299; "Derelict crab trap removal and prevention in southern New Jersey coastal bays" - $119,626; "Derelict crab trap removal in the Mullica River–Great Bay Estuary" - $100,000
Impact on the Institution:	This project has engaged Stockton University undergraduate students, staff, and faculty in community stewardship practices though an annual Marine Debris Community Recycling Day event where recovered ghost crab traps are broken down into re-useable parts or recycled as scrap metal. This hands-on component is an effective tool for increasing community understanding of local marine debris issues and engaging undergraduate students to become more proactive in the prevention of ghost fishing gear.
Impact on the Community:	Over the past 5+ years, Stockton scientists have engaged southern NJ commercial crabbers to break the cycle of ghost crab trap loss in a network of coastal bays covering ~36 km of coastline. These bays and rivers account for ~42% of the State's 10.5 million-dollar blue crab fishery. To date, more than 2,225 items of ghost fishing gear have been removed through these efforts. Economic benefits (recovery pay, returned gear) to commercial industry partners has exceeded $65,000.00. Successful knowledge transfer of this work has led to similar projects in Barnegat Bay (NJ), Cape May (NJ), and Delaware Bay (DE).

Project/Collaboration Title:	Homework Completion Programs and Social Activities for Older Adults
Organization Name::	Atlantic City Housing Authority and Urban Redevelopment Agency (ACHA)
Point of Contact:	Tom Hannon, Executive Director
Email Address:	thannon@atlanticcityha.org
Phone Number:	609-344-1107

Institutional Partner:	Stockton Center for Community Engagement, Dr. Merydawilda Colón, Executive Director
Purpose of this Collaboration:	This collaboration supports both social activities for older adults and two homework completion programs for children who live in subsidized housing. Monthly, four Afternoon Tea sessions that include playing checkers, chess, cards, bingo, and dominoes are conducted, rotating through our community partner sites, which offer the opportunity for older adults to participate. The homework completion programs operate four days per week and provide students aged five to 18 with academic help, a connection to Stockton University, and a mechanism for fostering improved relationships with Atlantic City police officers who collaborate in the program.
Length of Partnership:	Five Years
Number of Faculty Involved:	Two
Number of Staff Involved:	Three
Number of Students Involved:	>150 per semester
Grant Funding, if relevant:	None
Impact on the Institution:	These programs have engaged Stockton University undergraduate students, staff, and faculty in the community to serve ethnically diverse subsections of Atlantic City. Stockton gains recognition for bringing programs to traditionally underserved communities in Atlantic City.
Impact on the Community:	The partnership between Stockton University and the ACHA makes it possible to bring programs to community rooms to remove barriers for participation. **Homework Program** The most recent findings show the homework programs captured 23.1% of residents aged 18 or younger at Stanley Holmes Village and 48.6% of residents aged 18 or younger at Buzby Homes Village. Anecdotal and empirical evidence suggest that Stockton's Homework Completion Programs are succeeding in fostering the students' confidence in police officers. Responses to surveys administered in both locations reveal that: 1) most respondents would go to a police officer if they needed help; 2) most respondents feel that completing homework and receiving help is the best part of the Homework

Completion Program; and 3) most respondents agree with the statement that they love coming to the Homework Programs.

Afternoon Tea with Older Adults
The program has benefited the community. Findings from the academic year 2017-2018 show that 125 individuals attended 12 Afternoon Tea sessions. Overall, participants agreed that the interaction with Stockton students and other residents was "Excellent," they rated the quality of games as "Excellent," as well. The participants overwhelmingly responded that they would recommend the program to other residents. Some comments left at the end of the surveys (with grammatical errors intact) include: "I liked chatting with Krista about everything from university life to my life as a senior." "We need this all the time it's good for people in the building."

Project/Collaboration Title:	48 Blocks Atlantic City
Organization Name::	Atlantic City Arts Foundation
Point of Contact:	Joyce Hagen, Executive Director
Email Address:	joyce@atlanticcityartsfoundation.org
Phone Number:	609-402-9976
Institutional Partner:	School of Arts and Humanities, Dr. Lisa Honaker, Dean
Purpose of this Collaboration:	The goals of "48 Blocks Atlantic City" are to: 1) increase the inventory of public art within Atlantic City, 2) to engage residents in creative visual and performing arts programming, 3) to foster an improved community identity by facilitating city-wide involvement in the event, 4) to increase resident and community self-esteem through arts programming, and 5) to instill a sense of pride among residents and employees for the City of Atlantic City.
Length of Partnership:	Three Years
Number of Faculty Involved:	None
Number of Staff Involved:	13
Number of Students Involved:	Ten
Grant Funding, if relevant:	The Stockton University School of Arts and Humanities contributed $15,000 in 2018. The Noyes Museum contributed $10,000, and the Stockton University Provost's Office and

	President's Office gave a combined $12,000. ($37,000 total Stockton Contribution in FY 2018)
Impact on the Institution:	Since Stockton University is a long-time revered local institution that has only this year opened a campus in Atlantic City, the partnership between the Atlantic City Arts Foundation (a three and a half year-old non-profit) and Stockton University serves both well. The partnership with Stockton University adds a significant level of credibility to the Atlantic City Arts Foundation's efforts and increased arts program implementation skills to our work with community residents. The partnership inspires confidence in the Atlantic City Arts Foundation staff.
Impact on the Community:	The "48 Blocks Atlantic City" programs are designed to reach throughout the community, and implementing these programs as partners strengthens the perception of value of these programs to residents.

Project/Collaboration Title:	Osprey Advocacy Training and Supervision for Sexual Assault Victims
Organization Name::	Avanzar (Formerly known as the Women's Center)
Point of Contact:	Donna D'Andrea, Advocate
Email Address:	Donna.dandrea@acwc.org
Phone Number:	609-601-9925
Institutional Partner:	Women's, Gender & Sexuality Center, Laurie Dutton, Director
Purpose of this Collaboration:	The Avanzar staff provides advocacy training (40 hours) annually to volunteers at the university, or "Osprey Advocates," for sexual assault victims who are students, faculty, and staff at the university. The university provides interns from academic programs such as social work. These interns contribute to the Domestic Violence program of Avanzar among others.
Length of Partnership:	This is the sixth year of the advocacy training partnership collaboration, although we have partnered with Avanzar for over 20 years.
Number of Faculty Involved:	One
Number of Staff Involved:	Ten
Number of Students Involved:	There were 15 trained advocates in the FY 2018
Grant Funding, if relevant:	None
Impact on the Institution:	Reduce incidents of sexual assault in the community and provides interns with

	opportunities to master academic programs' competencies.
Impact on the Community:	Trained university advocates can also volunteer at their local county and facilitate a sexual assault/domestic violence programs, which helps increase volunteer hours in the community and educate the community about these topics. The interns provide additional support to the case workers of Avanzar, which in turn enables caseworkers to provide more effective services for the community.

Project/Collaboration Title:	SRI-ETTC Consortium
Organization Name::	Southern Regional Institute & Educational Technology Training Center
Point of Contact:	Dr. John Keenan, Greater Egg Harbor Regional High School
Email Address:	jkeenan@gehrhsd.net
Phone Number:	609-909-2600 x2668
Institutional Partner:	Division of Academic Affairs, School of Education, School of Graduate and Continuing Studies, Patricia (Patty) Weeks
Purpose of this Collaboration:	Provide professional development for PreK-12 educators, technology coordinators, and school administrators.
Length of Partnership:	23 Years
Number of Faculty Involved:	10-15
Number of Staff Involved:	10
Number of Students Involved:	90,000 preK-12 students
Grant Funding, if relevant:	$429,370 during Fiscal Year 2018
Impact on the Institution:	Stockton faculty in Education, Social Work, Psychology, Economics, Mathematics, Humanities, Natural Sciences, and Health Sciences remain engaged in PreK-12 schools to tighten connections between academic research and best practices in education. Nationally significant initiatives such as Social-Emotional Learning, Equitable Disciplinary Approaches, Trauma-Informed Education, and educational standards in Math and Language Arts continuously engage Stockton faculty in programming that responds to the needs of community partners participating in programming of the School of Education and the SRI-ETTC.
Impact on the Community:	Over 90,000 preK-12 students benefit from the professional development delivered to over 94

	organizations from five southern New Jersey counties.

Project/Collaboration Title:	Atlantic Prevention Resources/Join Together Atlantic County
Organization Name::	Atlantic Prevention Resources/Join Together Atlantic County
Point of Contact:	Laurie Smith, Community Initiatives Coordinator
Email Address:	Lsmith@atlprev.org
Phone Number:	609-272-0101 x11
Institutional Partner:	Office of Service-Learning, Daniel Tomé and Erin O'Hanlon, and Office of Residential Life, Patricia Kelly
Purpose of this Collaboration:	The Office of Service-Learning collaborates with Atlantic Prevention Resources/Join Together Atlantic County to provide an AmeriCorps VISTA to develop program capacity. The AmeriCorps VISTA has been working with Join Together Atlantic County for three years. Stockton University Federal Work Study students, interns, and students enrolled in service-learning courses also support the programs and the outreach of Join Together Atlantic County. Join Together Atlantic County is a coalition within Atlantic County focused on preventing, reducing, and/or delaying substance misuse among the youth. This coalition consists of youth, parents, law enforcement representatives, community leaders, and others who work to bring changes that will protect the youth, families, and the future of Atlantic County.
Length of Partnership:	Four Years
Number of Faculty Involved:	Three
Number of Staff Involved:	Three
Number of Students Involved:	>100
Grant Funding, if relevant:	The New Jersey Campus Compact awarded a grant to the Office of Service-Learning to support an AmeriCorps VISTA in 2016 and Stockton contributes $14,000.00 toward the AmeriCorps VISTA stipend.
Impact on the Institution:	This collaboration provides service-learning opportunities for Stockton students, faculty, and staff to engage in the community. Stockton students collaborate with the AmeriCorps VISTA and the staff/members of Atlantic Prevention Resources/Join Together Atlantic County to create and deliver educational projects related to

	substance misuse, peer pressure, and drug disposal, among others. Additionally, students enrolled in service-learning classes, such as "Peer Education: Drugs and Alcohol" have collaborated with the Stockton Counseling Center and Atlantic Prevention Resources/Join Together Atlantic County to educate the Stockton community on substance misuse and how to reduce stigma.
Impact on the Community:	The community benefits from the educational resources and the support of the AmeriCorps VISTA, Stockton students, faculty, and staff. This collaboration has allowed Atlantic Prevention Resources/Join Together Atlantic County to expand their program capacity to educate a larger number of community members about topics such as substance misuse, peer pressure, and drug disposal.

E. 2.2. *In comparing the "partnership grid" from your previous application/classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: 500)*

In our last review, we indicated that Stockton's leadership and staff work hard to promote reciprocity and mutuality of the partnerships. The partnerships noted in the previous application have grown in mutuality and scope while requests for new partnerships, long-term projects, outreach activities, and opportunities for the scholarship of engagement have increased as the institution has expanded its efforts in the community. We are proud of our commitment, tenacity, and engagement with our community partners.

Throughout the years the university has earned the trust of its partners, which is evident in the responses to our Impact of Service: Community Partners Survey question where 96.34% of the respondents agreed or strongly agreed that Stockton contributes to the well-being of the community. Furthermore, 87.06% of the respondents stated that they "agreed" or "strongly agreed" with the statement, "My partnership with Stockton University has benefited community members."

The partnerships have shown the ability of Stockton's faculty, staff, and the administration to maintain open communication, common goals, and boundaries--important characteristics of healthy relationships with our partners. Better still, the partnerships reflect Stockton's capacity to build community resources through these partnerships in ways that are sustainable.

E. 2.3. *What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: 500)*

Assessment activities are the most important set of actions we have taken to deepen and improve partnership practices and relationships. In keeping with the importance of using assessment, we communicate our assessment findings to our partners as the primary means for guiding the progress of each partnership and its projects. Overall, our institutional assessment of the reciprocal impact that the community engagement work of faculty, students, and staff has had on our community partners (and vice versa) has guided our practices on how to initiate and sustain our partnerships and on ways to assess and continuously improve our mutual impact.

The university has always conducted some form of assessment, but since the last review we prioritized assessment at an institutional level and used the resources of the Stockton Center for Community Engagement (SCCE) to create and implement our comprehensive assessment plan. The Assessment Sub-Committee of the SCCE Advisory Council decided on the assessment method and concluded that we would use an annual online questionnaire and would add focus groups as a qualitative component to further explore data that indicated a need for deeper examination.

Better still, each institutional partner conducts their own assessment on the extent to which the partnership has allowed the community partner and the institution to meet our mutual goals. Such assessment allows all parties to refine their capacity to initiate or sustain partnerships and allocate use of resources for maximum impact.

The exchange of assessment findings with our community partners has shaped the ways in which we initiate and sustain our institutional collaborations. For example, the SCCE created an Idea Development with the SCCE webpage to help "faculty, staff, students, and community partners who are interested in exploring engagement projects to move their ideas from concept to reality. (https://stockton.edu/community-engagement/development.html) The Office of Service Learning also has a web link for partners to access support. (https://stockton.edu/service-learning/community-partners/index.html)

E. 2.4. *How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: 500)*

Since the last review, we have strengthened our assessment and dissemination of findings efforts. For example, the Stockton Center for Community Engagement (SCCE) measures the impact of community engagement on students, faculty, staff, community partners, and the institution annually since 2015 and measures the quality of the SCCE's projects and initiatives. (https://stockton.edu/community-engagement/program-assessment.html). The SCCE shares the findings with community partners at an annual luncheon and also publishes results in the Annual Report of the SCCE. Additionally, the staff of the SCCE meets regularly with community partners to discuss the progress of programs and address concerns. The Office of Service-Learning (OSL) measures the impact of the Service-Learning experience on students and community partners; and shares the results at the bi-annual luncheon they host for community partners.

Academic programs conduct their own assessment on the experience of community partners with interns. Those results are shared by the academic program coordinators of internships/fieldwork. The University centers, offices, and institutes also conduct their own assessment and share findings with their community partners. For example, the SRI&ETTC regularly assesses the quality of its programming and the partnership

itself through online questionnaires and shares the findings with school superintendents during monthly roundtables. Of the Stockton Centers, Offices and institutes with formal advisory boards or steering committees, approximately 74% of the members are from the community. This number supports the ability of the institution to respect and adapt to the changing needs of the community and receive real-time feedback on the quality and impact of partnerships.

As previously reported, using the Impact of Service Survey – Partners, we can describe our community partners' perceptions of whether they believe that their partnerships with Stockton University have benefited community members. In the FY 2018 survey, 87.06% of respondents strongly agreed or agreed with the statement that, "My partnership with Stockton University has benefited community members." Additionally, we have learned that the majority of community partners overwhelmingly stated that their motivations for partnering with Stockton were to teach students about the mission of their organization and to encourage students to pursue careers that help people and that community partners were satisfied with the opportunity to have input in the partnership experience and with the opportunity to give feedback to the Stockton personnel. Finally, in the FY 2017 2018 Impact of Service Survey – Partners, 51% of the partners who responded had had a partnership with Stockton for "more than six years." These findings suggest that the institution is succeeding at creating mutually beneficial and reciprocal relationships with our community partners.

E. 2.5. *Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500)*

The university's approach to community engagement has evolved from one predominantly focused on outreach in which the university provided resources to the community to one focused on partnership and reciprocity. A review of our partnerships shows the university has committed to collaborating with our community partners for the mutual benefit of exchange and sharing of knowledge, information, and resources leading to collaborative research, capacity building, and economic development. Our partnerships have matured and expanded in scope, a testament of our ability to listen and be open to an exchange of ideas. Through these partnerships, we have been able to develop initiatives that have created positive changes in our communities.

We have continuously evolved in the direction of actualizing the vision, "As a community builder and partners in public service, Stockton University will remain committed to the positive development of New Jersey through scholarship and creative activity, civic engagement, and active stewardship." Our actions include providing space and infrastructure, as well as expertise, for intentional and sustainable community engagement. The Center for Community Engagement has expanded on efforts to support community engagement and has strengthened the assessment of the impact of community engagement on students, faculty, staff, and community partners. The 2020 Community Engagement internal grants and the Research and Professional Development internal grants for the scholarship of engagement have advanced our commitment to community engagement by rewarding our faculty for their community engagement work, while asserting the importance of community engagement and the scholarship of engagement. Our growth in the number of Service-Learning courses has allowed more students to partner with the community enriching the students' academic learning as well as the opportunity to learn from community partners. The recent concentration on Community and Civic Leadership in liberal arts has begun to offer students the opportunity to understand and engage with the community at every level of their education.

The university's deepened commitment to outreach and partnerships have positioned us on a path of growth and transformation. We need to be vigilant of the gains we have made and strive for changes that will contribute to persistent transformation. Closely aligning the definition of community engagement with that of the Carnegie Foundation in the faculty tenure and promotion policies and expanding on efforts to educate faculty members, deans, provost and president on ways to evaluate the scholarship of engagement will continue to move us in the direction of campus-wide transformation.

Reflection and Additional Information

(Optional) *Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process? (Word limit: 500)*

The following are some of the most salient findings we learned during the process of preparing this reclassification document.

1. From our simplest early reporting formats to the more complex, data-rich versions that we use today, our evolution in annual and five-year activities has consistently featured our community engagement efforts.

2. Assessment findings for FY 2017-2018 were highly positive, the majority of faculty, students, staff, and community partners agreed or strongly agreed that Stockton contributes to the well-being of the community. Our focus groups validated this finding.

3. The community engagement activities are across academic schools, programs, centers, units, and institutes and not concentrated in one place such as the Stockton Center for Community Engagement and the Office of Service Learning.

4. The academic programs that expanded on their language related to the scholarship of engagement and community service in their school standards, beyond the institutional policy, to further explain their expectations represent 60% of the total academic programs at Stockton.

5. The university leadership has weighed the needs of the community and has strengthened our infrastructure to support community engagement. The budgetary commitment to community engagement has increased by over two million dollars in the last ten years.

(Optional) *Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: 500)*

Since our last review, we expanded on the assessment of institutional engagement to apply the scholarship of engagement methods in the assessment of the institution-wide Day of Service. The annual Day of Service event has been held at Stockton since 2001 and became the focus of a research project by Dr. Betsy Erbaugh, Assistant Professor of Sociology and Anthropology, and Dr. Jess Bonnan-White, Associate Professor of Criminal Justice. These authors compiled the research paper, "Do 'Days of Service' Meet Institutional Service-Learning Goals? A Case Study in Assessment of the MLK Day of Service," which was recently published in the Journal of Community Engagement and Higher Education. Drs. Bonnan-White and Erbaugh also presented their work in August 2018 at the American Sociological Association Conference in Philadelphia.

The study examines how beneficial Days of Service are as a learning tool, in contrast to service-learning courses over a full semester. Drs. Erbaugh and Bonnan-White pilot tested participant surveys and discussion-based reflection processes during the Stockton's 2016 Dr. Martin Luther King, Jr. Day of Service. A total of 344 participants completed the team's survey questions. Responses showed participants felt positive about the importance and contribution of their service, as well as the connections they built with the community.

According to Dr. Bonnan-White, the analysis of the event provided some very important learning lessons that she and Dr. Erbaugh are excited to pass on to Stockton, as well as other universities.
"In the end, Days of Service are incredible outreach and engagement opportunities, and they have value in stimulating student interest in moving beyond volunteering, and actually planning engagement that provided them greater understanding of social justice and professional ethics."
Building upon the prior research, Drs. Erbaugh and Bonnan-White are currently collaborating on a 2020 Engagement funded study with Erin O'Hanlon, Senior Program Coordinator in Service-Learning; and Alexis Poston, a graduate student in the M.A. in Holocaust and Genocide Studies program, to investigate the impact of 15 years of Dr. Martin Luther King, Jr. Day of Service events at Stockton.

The authors will produce an archive of documents, interviews, and artifacts based on the experiences of Stockton students, staff and faculty, community partners and members of the community who have volunteered at Dr. Martin Luther King, Jr. Day events since 2004 to document the long-term evolution and impact of the Dr. Martin Luther King, Jr. Day of Service in the Stockton community.

(Optional)   *Please provide any suggestions or comments you may have on the documentation process and online data collection. (Word limit: 500)*

Allow the use of tables, charts, bullet points, and italics to facilitate the presentation of data.