PREAMBLE

CAMPUS CULTURE

New Jersey City University is a public institution located in Jersey City, NJ - one of the most diverse cities in the nation. NJCU's College of Arts and Sciences, Education, Professional Studies, and School of Business offer **44 undergraduate degree programs** and **29 master's programs and 3 doctoral programs**, including emerging and interdisciplinary fields. The mission of New Jersey City University (NJCU) is to provide a diverse population with an excellent education. The University is committed to the improvement of the educational, intellectual, cultural, socioeconomic, and physical environment of the surrounding urban region and beyond.

Located in the heart of Jersey City, NJCU is a minority serving as well as a Hispanic serving institution made up of 35% Hispanic, 21% African American, 23% White, & 8% Asian students. 95% of our community are commuter students with average household incomes of $42,200 and 84% of students are PELL eligible.

Although NJCU has grown since its inaugural class of 1927, it still holds at its core the same tenets of its mission regarding access and excellence. New Jersey City University provides students with small classes led by a committed, diverse faculty body, and offers a broad array of high-quality undergraduate and graduate degree programs, at the lowest tuition cost of a four-year public university in the state of New Jersey. NJCU is proud to be recognized as the best public school in New Jersey by U.S. News and World Report for ethnic diversity, as well as being ranked the number two university in New Jersey for serving students in need (though the university prefers to think in terms of serving students' pathways to success) by *Washington Monthly*. NJCU has also been identified as a top tier *Latino serving institution*.

A significant institutionalization process has been put in place over the past 3 years that give NJCU its engaged identity. These are guided by experts on campus and have created significant ownership of this culture of engagement among the students, the broader Jersey City community, faculty, and staff alike. This tone and commitment is firmly identified by the words and actions of the president, Dr. Sue Henderson, under whose leadership there are not only many hundreds of students immersed in community engaged courses and experiences, but there are also massive investments in revitalization through construction, the Arts, residences, and local businesses that show our community that NJCU sees and believes in its Anchor mission.

COMMUNITY CONTEXT

NJCU celebrates its diverse population and embraces its location in the heart of Jersey City. Both students and faculty benefit daily from being a part of a revitalized and thriving Jersey City through curricular and co-curricular community engaged learning experiences, and through service with

communities. The city is experiencing a resurgence both culturally and economically, and NJCU is recognized for its seat at the table of this resurgence.

With a commitment to regional revitalization, in 2015 NJCU began a $350 million expansion that aims to transform the West Side neighborhood surrounding the university. Once completed, the expansion will add four private residential buildings totaling 600 units; ground-floor retail shops; a grocery store; a gym; and a restaurant. A 424-bed residence hall opened in the fall of 2016, allowing the university to provide additional housing to students from different communities. The university will also break ground in early 2019 on University PAC, a state-of-the-art performing arts complex. University PAC, a 500-seat theater, and the Center for Music, Dance and Theater and cutting-edge academic complex for the performing arts, will serve as the centerpiece of University Place, serving both the university and the larger community.

NJCU has grown but our commitment to our community remains steadfast. 46% of NJCU staff are hired directly from Hudson County where the university is located, with countless preferred local vendors linked economically to the purchasing power of NJCU. We are in and of Jersey City and the partnerships we have built through our community engaged classes, mentorship initiatives and partnerships reflect the deep connection we have with Jersey City and beyond.

Section II. Foundational Indicators

A - Institutional Identity and Culture

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

1.1. If Yes: Quote the mission or vision: 328 WORDS

New Jersey City University history is extensive throughout the Jersey City Community. Upon its inception in 1929, the University went through a variety of changes to further expand its education and impact on the community. The changes not only included name adjustments, but a variety of majors, programs and physical expansions were added and the mission statement was transformed to allow for an holistic view of the NJCU Community.

New Jersey City University Mission Statement
New Jersey City University (NJCU) provides a diverse population of learners with an excellent education. The University is committed to the improvement of the educational, intellectual, cultural, socioeconomic, and physical environment of the surrounding urban region and beyond.

NJCU has evolved from a school for area residents into one that welcomes students from throughout New Jersey and the United States and from countries around the world. The commitment to community engagement is not only implied in the mission statement, but it is also seen throughout the university. The majority of the campus buildings are dedicated to a variety of influential community members such as:

The William J. Maxwell College of Arts and Sciences in honor of the 1958 alumnus, president emeritus, and distinguished service professor of history and education.

The College of Education, dedicated as the Deborah Cannon Partridge Wolfe College of Education in honor of the 1937 alumna, teacher, theologian and humanitarian.

The Library was rededicated as the Congressman Frank J. Guarini Library to show the appreciation of the congressman's support of NJCU futures.

The Student Union Building dedicated as the Michael B. Gilligan Student Union Building.

The John J. Moore Athletics and Fitness Center in honor of the 1956 alumnus and 1989-2005 Board of Trustees chair

The Visual Arts Building with a sculpture garden featuring a work by internationally renowned artist Maya Lin

The Michael Graves-designed George Karnoutsos Arts and Sciences Hall, named in honor of the 1955 alumnus and retired professor of philosophy who donated $2.5 million to the University

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations? Yes
2.1. If Yes: Describe examples of campus-wide awards and celebrations that formally recognize community engagement: 362 WORDS

- University Achievers - Office of the Dean of Students
The presentation will recognize the outstanding contributions of students, staff and faculty in the areas of Academic Achievement, Leadership and Community Engagement.
- Sword and Shield induction and awards ceremony
The Sword and Shield Leadership Honor Society is a leadership certificate program housed at NJCU. This event recognizes the students who have excelled while meeting all of the certification requirements, including community engagement.
- Opportunity Scholarship (OSP) end of year award ceremony
The Opportunity Scholarship (OSP) is the name for the statewide Educational Opportunity Fund (EOF) at New Jersey City University. Every year, OSP recognizes students who have achieved academically, through leadership development, community engagement and more. Graduating seniors are also recognized
- TLC end of year award ceremony
The TRiO Learning Community (TLC) Program at New Jersey City University is known nationally as a federal Student Support Services (SSS) program. Every year, TLC recognizes students who have achieved academically, through leadership development, community engagement and more. Graduating seniors are also recognized.
- Changebuilders scholarship ($1,000) – as part of the statewide Changebuilders Program through New Jersey Campus Compact

NJCU is part of this statewide program and this scholarships is awarded to a student in the Changebuilders program at NJCU who excels in their long term commitment to the highest values of ethical community engagement

- STARS Awards- Special Thanks and Recognition Service Awards

The STARS program was introduced in 2014 as a way to recognize and highlight the exceptional work done by employees of the University. The program recognizes employees and their achievements in the following areas:

- Four awards for excellence in service – These awards are determined via nominations by colleagues throughout the University.

Milestone awards for continuous service.

Retiree awards for those who have contributed to the University through dedicated years of service.

Recognition of the 2018 Employee of the Month recipients.

NJCU Community Service Award.

B - Institutional Assessment

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

o No o Yes

1. If Yes: Describe the mechanisms for systematic assessment:

NJCU is committed to being a member of the community, and enhancing the city and region. For instance:

NJCU partners with community-based organizations to meet community-identified needs and goals. In collaboration with the Office of Cultural Affairs of Jersey City and the Jersey City Arts Council, NJCU has developed a cultural asset map of Jersey City (https://www.culturalassetsjc.com/). The goal of this project is enhance the vibrance and sustainability of the arts community at NJCU.

- In partnership with the New Jersey Council for Economic Education, NJCU created the Institute for Financial Literacy and Economic Education at NJCU (IFLEE) - https://www.njcu.edu/community/community-classes-programs/institute-financial-literacy-economic-education - The mission of the Institute for Financial Literacy at NJCU (IFLEE) is to empower our community members to pursue a lifetime of financial health by providing the tools and resources needed to make informed financial decisions. IFLEE seeks to promote and improve financial literacy skills among all New Jersey residents, especially the most economically vulnerable, by providing financial education programs, acting as the New Jersey Center and repository for financial literacy resources, and conducting scholarly research.

- The Nursing department, School of Business, and College of Education, among others, have advisory boards that provide systematic and consequential feedback from both program and community perspectives.

A critical aspect of the work is understanding the community's perceptions toward our engagement in the community. Some assessment is informal through feedback during and after specific interactions. The President also meets with business and community leaders routinely, and hosts a town hall at 1-2 times per year.

2. Does the institution aggregate and use all of its assessment data related to community engagement? Please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions.

o No o Yes

2.1. If Yes: Describe how the data is used:

All academic and administrative units engage in annual assessment. The individual unit assessment reports are reviewed at the divisional level and summarized by Vice Presidents. These annual reports (at the unit and divisional levels) are used to develop budget requests and unit plans for the following year.

C. Institutional Communication

1. Does the institution emphasize community engagement as part of its brand message identity or framework? For example, in public marketing materials, websites, etc.?
o No o Yes
Yes

1.1. If Yes: Describe the materials that emphasize community engagement: 469 WORDS

Since President Sue Henderson has joined NJCU in August 2012, she has assigned one of NJCU's strategic priorities as 'Establishing NJCU as a leading partner in the growth of Jersey City and beyond.' This initiative has been an effort involving over 300 faculty, staff, students and community members. This strategic priority has been a campus-wide effort in regards to Transforming Lives by engaging community and being thoughtful and dedicated to this effort. From 2013 - 2018, NJCU is dedicated to 'Strengthen NJCU Identity, Brand, Reputation, and Connections with the Community.'

A comprehensive marketing and communications plan that promotes NJCU's accomplishments and goals and fosters the support of partners in business and government will enhance and improve all target areas in the strategic plan. A stronger commitment to the surrounding community, through collaborative service and enrichment, will encourage students to become engaged citizens and enable them and the University to be regarded as stakeholders in the community.

One of the goals of this taskforce has been to have a number of new articles in targeted areas; perceptions of NJCU through students, alumni, community and employees; the Alumni giving rate, University rankings and number and nature of campus-community relationships.

NJCU's Center for Teacher Preparation and Partnerships mission https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-education/center-teacher-professional-development/center-teacher-preparation-and-partnerships is to provide excellent, diverse and equitable urban internship opportunities for teacher candidates within their partnership school districts: Jersey City, Union City, Bayonne, West New York, Newark, Secaucus,

and Weehawken. To sustain their mission, the CTPP collaborates with many stakeholders within the learning community: the Colleges of Education, Professional Studies, and Arts and Sciences faculty; district teachers, administrators, community colleges, university supervisors and teacher candidates. Within the College of Education (COE), their teaching internship students collaborate with partner schools within the community, such as University Academy Charter High School, Learning Community Charter High School, The Ethical Community Charter Schools and Soaring Heights Charter School. COE also partners with A Harry Moore Laboratory School. Laboratory School status within the NJCU community facilitates student participation in many cultural and educational activities. The school's unique history as a demonstration school has allowed us to develop an expertise in serving students with multiple physical, medical and cognitive disabilities.

Each Friday, NJCU sends out "NJCU in the New" to all members of the NJCU community.   For example, the February 17, 2019 newsletter reflects 13 incidences of NJCU engagement with the community with events from partnering with Joffrey Ballet School to creating a Luxury Housing Complex as part of Jersey city Redevelopment. These updates continue to demonstrate to the community as well as create awareness in regards to all NJCU is accomplishing and engaging programming and initiatives.

Key to the institutional framework of community engagement at NJCU is the 'Center for Community Engagement - https://www.njcu.edu/directories/offices-centers/center-community-engagement - This helps our staff, students, faculty engage in meaningful community projects which have an impact in our surrounding communities.

<mark>STRONG</mark>
2. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?
o No o Yes
Yes

2.1. If Yes: Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.: 434 WORDS

The culture of the institution is consistently evolving to incorporate and promote community engagement. These include the following:
- Faculty Fellows
o NJCU currently has 18 Community Engagement Faculty Fellows from 15 disciplines whose meetings are hosted by the president in her boardroom, and who are given consistent vocal support for their efforts and requests. These include agreeing to host a 2020 faculty symposium on community engaged teaching, research and service, and the agreement to plan a community partner fair with fellows' participation in Fall 2019
- President published an op-ed on the importance of civic engagement, including in developing 21st century workplace skills – published in:
o New Jersey Business and Industries Association https://www.njbia.org/can-civic-engagement-curb-millennial-outmigration/
o NJCU Magazine - https://njcu.info/magazine/the-civically-engaged-student-solution/
- President initiated the opening of the NJCU Center for Community Engagement in 2017

- President attended the ribbon cutting of the Gothic Knight Food Pantry in 2018 - https://gothictimes.net/9274/showcase/njcu-cuts-ribbon-on-gothic-knights-food-pantry/
- VP for Media announces NJCU student as a Newman Civic Fellow with Campus Compact - https://www.njcu.edu/news/campus-compact-announces-2018-newman-civic-fellows-njcu-student-selected-honor
- Vice President for Student Affairs co-directs the NJCU Community Center and oversees the Gothic Knight Pantry. The overall goals of the center include the following areas of work with students:
  o · Food Security – "*healthy food, 7 days a week*":
  o · Civic Health & Activism – "*inspiring students to work together to tackle community issues*":
  o · Community – "*because together, we are better*"
  o · Counseling and Mental Health – "*Student Individual and Group Counseling*"
  o · Physical Education and Nutrition – "*goodness for the body and mind*"
  o · Financial Health – "*accessing information to better manage your money*"
- President Henderson serves as Chair of the NJ Campus Compact Board and hosts the NJ Campus Compact staff at NJCU, and pays the membership dues to Campus Compact to demonstrate the strategic alignment between the two entities
- Hudson County Community College partners with NJCU to offer dual admission nursing program
  o New Jersey City University President Sue Henderson noted, "We are thrilled to embark upon this partnership with HCCC as it will provide tremendous value to nursing students and the communities in which they will serve. This new program reflects the University's educational expertise, which earned us distinguished recognition as one of the best RN to BSN programs in the state."
- Hispanic Association for Colleges and Universities - President Henderson is on the Board of HACU which promotes inclusion/multicultural engagement
- Knights Day of Service Program - President Henderson requires the planning and implementation of campus wide service days each semester
- President supports the Annual Alternative Spring Break Program
  o Example - March 2018 - 20 Students and Staff went to Puerto Rico for Hurricane Maria Relief

3. Is community engagement defined and planned for in the strategic plan of the institution?
o No o Yes
Yes

3.1. If Yes: Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans: 240 WORDS

Goal 1: Enhance Academic Excellence Objective 1: Advance faculty excellence in teaching, scholarship, and *service*

Strategy D. Engage with industry, government, alumni, friends of the University, and K-12 educators to enhance relevant academic programs and address employer expectations and needs

2.1 Graduate academically accomplished individuals with expertise in their discipline and in the university-wide outcomes of critical thinking, written and oral communication, quantitative literacy, information and technology literacy, and responsible citizenship in a culturally complex world.

Strategy A. Emphasize university-wide outcomes throughout general education and disciplinary programs

Strategy B. Develop global competencies including historical, sociological, cultural, economic, and political understandings

Strategy C. Develop disciplinary expertise through high-impact instructional practices and high expectations

Strategy D. Employ ongoing course and program assessment and curriculum mapping to continuously revise curricula and strengthen student learning outcomes

2.2 Advance students' social and personal development.

Strategy A. Incorporate opportunities to develop leadership, teamwork, intrapersonal, and creative abilities in curricula and in co-curricular offerings

Strategy B. Use expanded opportunities within and outside the classroom for dialogue on social, political, and cultural issues

4.2 Develop strong campus-community relationships.

Strategy A. Enhance NJCU's value by applying faculty expertise to societal needs locally, regionally, nationally, and internationally

Strategy B. Create strategic relationships with organizations in order to serve as a driver for the continued growth and success of northern New Jersey and the improvement of NJCU

Strategy C. Encourage and recognize volunteer involvement in the community by faculty and staff

D. Institutional-Community Relations

Q-1 . Does the community have a voice or role for input into institutional or departmental planning for community engagement?

Yes,

Q-2. If yes, describe how the community's voice is integrated into institutional or departmental planning for community engagement. 492 WORDS

The Center for Teacher Preparation and Partnerships (CTPP) is a service unit within the College of Education. The Center's mission is to provide excellent, diverse and equitable urban internship opportunities for teacher candidates within their partnership school districts. To sustain their mission, the CTPP collaborates with many stakeholders within the learning community: the Colleges of Education, Professional Studies, and Arts and Sciences faculty; district teachers, administrators, community colleges, university supervisors and teacher candidates.

The Center cultivates professional relationships within each partnership district to ensure the quality of the teacher candidate's clinical experience. This commitment and collaboration on the part of the College of Education, CTPP and partnership districts will greatly contribute to their collective efforts in preparing highly qualified teachers as our educators of tomorrow.

Just this past March, Will Guzmán, NJCU Associate Professor in the African/African American Studies program, was nominated by local NAACP chapter president Rev. Nathaniel Legay to represent the NAACP on Jersey City's citizen committee in crafting recommendations to address Black unemployment and the historical neglect by city officials in denying Black-owned businesses to gaining access and awarded contracts for a wide variety of goods and services on behalf of all Jersey City government agencies.

Jersey City Recreation Department and NJCU Athletics agreed to a Management Rights Agreement for access and usage to a recreational facility (Metro Field) for NJCU's softball and recreation intramurals. NJCU will be upgrading the field specification to meet NCAA requirements which will provide and enhance all field accommodations--including field turf, bleachers, pitchers mound, and backstop. Jersey City Recreation and NJCU Athletics convene monthly to discuss scheduling and improvements. Jersey City Recreation Department partners with NJCU to enable the public's access to NJCU facilities for active adult programs, such as swimming, spinning, and walking track.

In part because of this alignment with Campus Compact, Jersey City and its various constituencies have a more active role in making decisions for the mutual benefit of both NJCU and the surrounding community. One key example is through the Changebuilders program (began in Fall 2018), designed to increase by 500 at NJCU the number of engaged graduates who have developed 21st century workplace skills. As part of the program, professionals from the greater Jersey City area are recruited as mentors to the students that are a part of this civic engagement initiative, helping students to develop professional networks and understand the value of their civic engagement efforts to developing workplace skills as well as learning how to be contributors to a better society.

The Council on Hispanic Affairs (CHA) of New Jersey City University is an advocacy group that engages in broad outreach efforts extending to all segments of the Hudson County community and beyond, from elementary schools to senior citizen organizations. The annual Hispanic Heritage Month and scores of cultural events such as festivals, lectures, and film series, mentor programs in school districts, and scholarship fundraising dinners are among the many activities sponsored by the Council.

E. Infrastructure/Finance

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

y

1.1 Describe the structure, staffing, and purpose of this coordinating infrastructure: 401 WORDS

In 2016, the Center for Community Engagement (CCE) was established as a permanent arm of the institution under the direct control of the Vice President of Student Affairs. The CCE coordinates campus-wide

community engagement activities for faculty, staff, and student participation. It serves as the major conduit connecting university resources such as civic-minded student groups, faculty, staff, and individuals with the opportunities and experts in Jersey City, Hudson County and throughout the State of New Jersey and beyond. The CCE strives to work across all educational disciplines represented at NJCU and build partnerships that achieve community goals while advancing the teaching institutional mission: Enter to Learn. Exit to Serve.

The NJCU Center for Community Engagement supports programs including but not limited to the Friday Knights Program, The Hunger Helpers, The Community Center and Gothic Knight Food Pantry, The NJCU Honors Program's Service Initiatives, and students enrolled in Community Engaged Learning courses through the university's Faculty Fellows initiative. The CCE is committed to advancing community objectives while developing the next generation of engaged citizens and leaders. The office is led by an Assistant Director for Civic Engagement, who reports to the Vice President of Student Affairs, and the position of director is a permanent line. The director is supported by a full-time, permanent administrative assistant. Additionally, there are two full-time AmeriCorps Members serving as program coordinators building capacity for the Jersey City Mentoring Collaborative as well as the newly established Changebuilders Community Engagement Program. For the new NJCU Community Center and Gothic Knight Food Pantry, which operates under the CCE, the institution has hired a part-time coordinator and assistant as part of its matching commitment to a grant from Robert Wood Johnson and, while the grant ends in August 2019, the university intends to create a permanent line and center due to the response from students and partners alike. It is worth noting that, at any one time, there are up to 40 volunteers working at CCE to support the success of our myriad programs, doing front line work but also serving as connectors to the broader NJCU student body, most of whom are commuters and require a more personal, peer-to-peer approach to being civically engaged. The team at Campus Compact also play an active role in the work of CCE, including strategic advising, provision of grant-funded personnel, trainings, partnership development, faculty fellows, and by providing a direct line to the president.

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

Yes

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

The institutional budget for the engagement initiatives comes directly under the budget of the Office of the Vice President for Student Affairs and totals approximately $347,000:

Approximately $225,000 for the operation of the Center for Community Engagement (salary; fringe and other supports such as event costs);

Approximately $60,000 for the operations and programming (for membership in Campus Compact, Departmental Programming and Grant Program Matching Funds);

$10,000 for faculty and staff travel to civic engagement conferences such as the Eastern Region Campus Compact conference,

$52, 000 in in-kind donations for campus office space allocated to Campus Compact to serve as the organization's state headquarters.

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

Yes

3.1 Describe specific external funding:

Through a partnership with New Jersey Campus Compact, NJCU has secured, and matched a grant from the Robert Wood Johnson Foundation in the amount of $25,000 to create a campus based community center; also through this partnership with Campus Compact, NJCU is part of the grant that secured the recruitment of two full-time AmeriCorps Members for civic engagement programming.

The NJCU Student Government Association generously donated $15,000 in support of the NJCU Alternative Break Program and an additional $5000 in support of the creation of the Gothic Knight Food Pantry.

4. Is there fundraising directed to community engagement?

Yes

4.1 Describe fundraising activities directed to community engagement:

NJCU Foundation's mission is to support New Jersey City University as it transforms itself into a nationally recognized leader in urban public education while maintaining its commitment to transforming the lives and livelihoods of its diverse student community.

Through the Foundation, scholarships and gift giving is currently being directed towards the Community Center. The NJCU Food Pantry utilizes the Foundations 502C3 status in order to qualify as a non-profit organization, thus allowing NJCU to partner with the Food Bank of New Jersey as well as other local pantries in the area.

Additional fundraising initiatives include but are not limited to:

· $11,000 Raised for Alternative Spring Break Program for Hurricane Maria Relief trip

· $1000 Endowed Scholarship From the Council on Hispanic Affairs

· $1000 Scholarship from the Hagan Africana Center

· Gifts From the Heart Annual Holiday Charity Partnership with Women Rising, The York Street Project

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

Yes

5.1 Describe specific financial investments:

NJCU Performing Arts Center/West Side Expansion
NJCU is continuously investing and partnering with the Jersey City Community. Currently, NJCU and Jersey City have announced a partnership investing in the arts in Jersey City. The latest planned projects at University Place on the campus of NJCU include University PAC, a state-of-the art theater, and the Center for Music, Dance and Theater, a cutting-edge academic complex for instruction in the performing arts. The $90 million development project, the seventh at University Place, also will include three large restaurants and 160 market-rate rental apartments.

NJCU partners with community-based organizations to meet community-identified needs and goals. In collaboration with the Office of Cultural Affairs of Jersey City and the Jersey City Arts Council, NJCU has developed a cultural asset map of Jersey City (https://www.culturalassetsjc.com/). The goal of this project is to enhance the vibrancy and sustainability of the arts community at NJCU.

- In partnership with the New Jersey Council for Economic Education, NJCU created the Institute for Financial Literacy and Economic Education at NJCU (IFLEE) - https://www.njcu.edu/community/community-classes-programs/institute-financial-literacy-economic-education - The mission of the Institute for Financial Literacy at NJCU (IFLEE) is to empower our community members to pursue a lifetime of financial health by providing the tools and resources needed to make informed financial decisions. IFLEE seeks to promote and improve financial literacy skills among all New Jersey residents, especially the most economically vulnerable, by providing financial education programs, acting as the New Jersey Center and repository for financial literacy resources, and conducting scholarly research.

6. Do the business operation of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement?

Yes

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

The University's supplier outreach is done with the assistance of the Hudson County/Office of Minority & Women Business Enterprise; Jersey City Economic Development Corporation, specifically Small and Minority Business Services; Local City Council, and a collaborative effort using the NJ Selective Assistance Vendor Information Database (NJSAVI), and NJSTART. We also encourage our campus vendors to buy local. Our food service provider, Gourmet Dining, is committed to buying from local providers.

Small/Local Business Applications: NJCU also promotes the state of NJ applications for vendors to be registered as small/local vendors which allow businesses to be part of our state procurement processes.

With regard to employment, approximately 46% of NJCU's permanent staff are currently residents of Hudson County. In addition, over the past 10+ years, NJCU has been continuously recognized by the Hudson County Improvement Authority's Hudson Transportation Management Association for our outstanding levels of support for programs that provide and promote commuting options for employees.

As stated in 5.1, NJCU Performing Arts Center/West Side Expansion
NJCU is continuously investing and partnering with the Jersey City Community. Currently, NJCU and Jersey City have announced a partnership investing in the arts in Jersey City.   The latest planned projects at University Place on the campus of NJCU include University PAC, a state-of-the art theater, and the Center for Music, Dance and Theater, a cutting-edge academic complex for instruction in the performing arts. The $90 million development project, the seventh at University Place, also will include three large restaurants and 160 market-rate rental apartments.

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F - Tracking, Monitoring and Assessment

1. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?
o No o Yes
1.   If Yes: Describe systematic campus-wide tracking or documentation mechanisms: 438 WORDS

The University tracks engagement with the community in multiple ways:
- Bi-annual student survey
- Course enrollment tracking
- Academic program assessment, annual and five-year reviews
- Annual administrative assessment
- Faculty activity reporting

Student Survey. Every two years, the University conduct the National Survey of Student Engagement (NSSE), which includes self-reports of participation in activities related to community engagement.

Course Enrollment. The University tracks student enrollment and outcomes by course. The Office for Institutional Effectiveness provides standard interactive dashboards to the community to facilitate tracking and analysis of relevant segmentations of designations, such as those with Community Engaged Learning components. The Office also conducts ad-hoc analyses as requested.

In addition, units with disciplinary accreditation or national recognition (Art, Business, Counseling, Education, Media Arts, Music, Nursing, and School Psychology) track multiple aspects of enrollment in internships, field experience, and community-based classes.

Academic Program Assessment. Academic departments annually conduct assessment of student progress on program-level student learning outcomes, some of which have civic-engagement components. This information is reported annually through a centralized assessment platform. Data reported include student participation in courses/activities and performance.

In addition, approximately every five years, departments engage in comprehensive program review, which includes thorough analysis of course and student experiences, as well as faculty activities.

Administrative Assessment. The University's strategic plan, *Transforming Lives*, includes civic engagement and community connections as one of its goals. All administrative units develop unit-level outcomes that map to the University-level goals. Annually, units report on their achievement relative to performance targets. The data are collected centrally and summarized/analyzed for patterns.

Faculty Activities. Annually, the President provides a report on University accomplishments to various stakeholders. As part of this process, the President's Office gathers information on faculty research and service, including community engagement.

In addition, faculty going up for re-appointment, tenure, or promotion compile dossiers which include detailed information on relevant community engagement activities.

Helper Helper and Givepulse Engagement Tracking Applications:
·   NJCU Athletics employs the Helper-Helper App to track student engagement. Volunteers use their mobile devices or a computer to sign up for events. Helper Helper sends emails and push notifications reminding them to attend.

Using email and text validation, all of the hours submitted through Helper Helper get validated. It also provides an up-to-date record of the volunteer hours completed, so they can know how close they are to achieving their targeted hours.

Detailed reports of community service records help to improve the opportunities provided and engage volunteers with top organizations and causes within the community.

The Center for Community Engagement is using a similar App called Givepulse with its Changebuilders program that expands on the functions detailed in the Helper Helper platform description.

2. If Yes: Does the institution use the data from those mechanisms?
o No o Yes
2.1. If Yes: Describe how the institution uses the data from those mechanisms: 267 WORDS

Data from the processes outlined in 1.1 are analyzed, shared/discussed, and action plans are developed to improve processes, policies, and activities in service of institutional improvement and student success.

For instance, data on courses indicated that there were too few courses offered, and with insufficient professional oversight, to address the university-wide student learning outcome of civic engagement and intercultural knowledge. The President created a special cohort of her successful "Faculty Fellows" program focused on increasing Community Engaged Learning (CEL) course offerings related to civic engagement. This has been running since 2017 under the guidance of a community engaged learning expert with Campus Compact. During its first year, the cohort had 11 Fellows and developed 5 CEL courses that ran in the 2018 academic year. The second, and current, cohort of 18 Fellows, representing 15 schools or departments, are currently developing 7 courses to run in the next academic year, including 2 interdisciplinary courses.

Data from reports in 2015 and 2016 led the president, board of Trustees, and senior members of the administration to the conclusion that a centralized support structure needed to be established to realize the strategic goals of the institution with respect to being a civically engaged university. The result was the permanently positioned, permanently staffed, and well funded Center for Community Engagement, tasked with being the bridge between the institution and the community for all matters related to student curricular and co-curricular engagement; providing a full portfolio of supports for faculty wishing to do community engaged work; and supporting the strategic drive to be the civically engaged institution for Jersey City and Hudson County.

3. Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?
o No o Yes
3.1. If Yes: Describe the definition and mechanisms for determining quality of the community engagement.

The data sources outlined in 1.1 measure quantity and quality in various ways. With regard to quality, the NSSE includes some items related to student perceptions of quality, such as the institution's contribution to student learning. Similarly, as part of department and unit activities, staff assess quality through focus groups, surveys and the like. A component of academic assessment necessarily addresses quality through comparison of actual to target performance levels.

In addition, definitions of quality are included in structures set up as a result of other assessment. For example, the Faculty Fellows cohort devoted to Civic Engagement has established a definition of Community Engaged Learning (CEL) that governs the development of all CEL courses.

4. Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact of institutional engagement?
o No o Yes

4.1. If Yes: Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts : 448 WORDS

The General Education program is one program that participates in the annual student learning outcomes assessment process. In Spring 2016, Civic Engagement and Intercultural Knowledge (CEIK) was assessed in Gen Ed courses that covered CEIK. Results were very weak with only 20% of students achieving Tier-level outcomes in Tier I courses. It was determined through debriefing sessions with

Assessment Team members and in conversation with faculty teaching the courses, it was concluded that courses would need enhanced Community Engaged Learning (CEL) components in order for students to develop greater civic acumen as demonstrated on the CEIK rubric. This necessitated enhanced institutional commitment to providing such experiences. The Presidential Faculty Fellows was one result of the findings. In addition, closing-the-loop activities among Gen Ed faculty in conjunction with a shift from Assessment Team assessment (done by faculty who did not necessarily teach Gen Ed courses) to instructor assessment (faculty members assessing their own students' work in Gen Ed courses) led to greater alignment between program outcomes and coursework. The resulting improvement was dramatic – with 70% achieving Tier-level outcomes in Fall 2017, 72% is Spring 2018, and 79% in Fall 2018.

A case in point is the Women's and Gender Studies (WGST) department, which has provided exemplary leadership in the effort to improve CEIK results in Gen Ed courses. A number of WGST faculty who taught Gen Ed courses in CEIK attended the Spring 2017 Retreat. Some of these faculty had written and revised courses that include Civic Engagement components. Among them, the chair of Women's and Gender Studies (WGST) was also a member of the Gen Ed Committee for Assessment and Policy. Partly in response to the Retreat, at which potential revisions/additions to the rubric had been discussed, namely the integration of/relationship between civic engagement and intercultural knowledge, the WGST department has since taken the lead in creating and revising courses that cover Civic Engagement and in securing community partnerships for majors in local communities. The department has also begun to put together a database of organizations to work with on project-based work.

Students have presented Civic Engagement projects from Women and Leadership in several forums on campus including the Gen Ed Symposium. The department created the Women & Leadership Symposium in 2016. This coming May 2019 will be the 4th year this is a major component of the WGST Women & Leadership Class. Students present their group projects grounded in Civic Engagement. Students invite organization partners to the presentations. In most instances when they come to this event they also present alongside students. The Women &Leadership Symposium is usually a full room since groups also develop a promotional plan for key stakeholders on campus and the local community.

4.2. If Yes: Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts : 460 WORDS

The dramatic improvement among Tier I students assessed for CEIK achieving starting in Fall 2017 followed implementation of an action plan to address the Spring 2016 weakness that grew out of the first-annual Gen Ed Retreat where assessment results were analyzed and discusses. The plan included the establishment of a working group of faculty teaching CEIK courses who began discussing the outcome and developing strategies for designing effective assignments to teach and assess it; collaboration among the Gen Ed director and faculty who attended meetings where the outcomes, including CEIK, and existing Signature Assignments were reviewed, and principles of transparent assignment design were introduced; and ongoing discussion among Gen Ed faculty of strategies for more effectively addressing the performance dimensions of CEIK and other outcomes throughout the semester. In particular, departments with multiple courses covering the various outcomes, including CEIK, were encouraged to meet and review the outcomes assessment results, and to develop strategies for improving results.

The department recently hired a faculty member with Civic Engagement experience who has enhanced the effort. There is also a new minor in the works, on Sexuality and Queer Studies (SQS), which includes a significant CEL component. A new course, WGST 226: LGBTQ Social Change, which also includes a CEL component, has proven popular this Spring. The new SQS minor is unique among similar programs in NJ in its emphasis on civic engagement. From the proposal, for example: "The minor in Sexuality and Queer Studies will place NJCU as the only program in the state highlighting queer experience with a focus on the urban setting and an emphasis on application. The proposed courses will highlight the urban queer experience and students will engage in Community Engaged Learning activities in Jersey City, Hudson County, and the surrounding areas." The anchor courses in the new minor are part of General Education.

The CEL work being done in WGST dovetails with the work of the first two years of the Presidential Faculty Fellows group. For example, WGST 110 was redesigned and WGST 226 was created through WGST participation in the Faculty Fellows CEL group. Both are CEL courses and both assess student achievement using the Gen Ed CEIK rubric. As these courses exemplify the work being done to address CEL at NJCU, further details are provided below:

WGST 110: Diversity and Difference - Three sections have been offered in Fall 2018 and Spring 2019 as CEL courses: Approximately 50 students in attendance. All students are required to attend 3 civic meetings in their community (ex. Board of Education, city hall, freeholder's meeting, Transportation Board, Rent Control, etc.); they take notes and submit a reflection on each meeting; the assignment culminates in writing a letter to an elected official or volunteer board member they observed in action.

The Gen Ed course WGST 225: Women, Hip Hop, Spoken Word, and Social Change also includes a major Civic Engagement final project and members of the community have been invited on a semesterly basis to attend open presentations of student work.

4.3. If Yes: Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Community Outcomes and Impacts as it relates to community-articulated outcomes: 426 WORDS

A significant community outcome grew out of the product of the GenEd Retreat. "WGST 226: LGBTQ Social Change" is offered each semester and for the first time in Spring 2019, including 30 students. The course partners with community partner Hudson Pride Connections. Students are working on 4 group projects:

          a) develop a lesbian population needs assessment survey

          b) compare programming for trans men

          c) research program expansion into Hudson County

          d) develop a mental health provider database

Hudson Pride identified major service gaps and asked for NJCU students' help in figuring out how to address the gaps. Upon completion of the projects, lesbian and trans men in Hudson County will have better programming to address their specific needs. The mental health database can be used to better direct LGBTQ+ residents to queer and trans positive providers. By investigating program expansion into

other areas of Hudson County, Hudson Pride will be better able to serve clients in the region who have been under-served until this point.

There is impact in the public schools of Jersey City through the College of Education.
· The College of Education (COE) has an advisor council, College of Education Advisory Council (CEAC) comprised of NJCU faculty and staff and K-12 teachers and administrators. We meet four times a year. These are working meetings where our partner schools advise the COE on curricular improvements that will help our teacher candidates in their practice, both as student interns and novice teachers. We also advise our partners of current technologies and updated pedagogies for preparing/mentoring teachers and improving K-12 student learning outcomes.
· Our CEAC participated in our accreditation visit in October 2018 as we have formal partnerships with several surrounding schools and school districts.
· MOU have been signed formalizing these partnerships (I can get those next week).
· The COE hosts retreats each semester where our school partners attend and present. This is mutually beneficial to both the COE and out partners as it improves instruction and student success across K-16.
· The COE and our partners regularly survey one another in order to gather data to improve instruction, again, across K-16.
· We have a formal partnership with A. Harry Moore (AHM) which mutually benefits the COE, AHM, and the surrounding community. COE students conduct observations at AHM as part of their required field hours, and our student work with AHM to provide programming for students and the community.
· The COE provides professional development opportunities for practicing teachers in Hudson County. This includes PD in technology, assessment, and a speaker series.

4.4. If Yes: Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts : 337 WORDS

It became clear from annual reporting indicated in 1.1 of this section that centralized, permanent, and sufficiently funded Center was required. The Center for Community Engagement (CCE) is the key facilitator of student curricular and co-curricular engagement, in partnership with many other offices and groups on campus such as Campus Life, Student Government, and others. CCE offers resources, practices, and supports for faculty to be successfully engaged with communities through their teaching, research and service. CCE offers supports for:
- Community partnership creation and management, along with an annual community partner fair
- Student Orientations for community engagement
- Increasing on campus programs to engage faculty directly - for example, the Jersey City Mentoring Collaborative, the Changebuilders Program, the Community Center, and a full complement of food security programs
- Support for faculty, ranging from community partner contracts, managing liability and transportation requests, and more

In support of this agenda, there are several other outcomes related to both the president and the CCE actively driving a culture of engagement on campus, including publishing campus articles, op-eds, and civic engagement coalition newsletters a focus on civic engagement as a key strategy for developing workplace skills. NJCU has determined it necessary to highlight the connection between community engagement and the development of workplace skills. This was seen as an important strategy, given the student body, to ensure a larger buy-in for unpaid experiences that connect academic content with

experiences in communities. The president has directly helped to build buy-in from public offices such as the Jersey City Mayor's office, and business associations such as the New Jersey Business and Industries Association, who all accepted invitations to partner on NJCU's Changebuilders program. To date, 13 employees from the Mayor's office are providing mentoring to Changebuilder students to help students understand the skills they are developing through consistent, high quality community engaged experiences, while NJBIA is helping to raise awareness among its 20,000+ members about the pool of potential recruits from colleges and universities who methodically develop civic acumen among their student body.

5. Does the institution use the data from these assessment mechanisms?
o No o Yes
5.1. If Yes: Describe how the institution uses the data from the assessment
Mechanisms: 450 WORDS

As indicated in 2.1, the reports in 1.1 have the institutional leadership to ensure action plans are developed to improve processes, policies, and activities in service of institutional improvement and student success. The results of the 2015 and 2016 Faculty Activities report, and Academic Program Assessments, showed that there were too few Community Engaged Learning courses offered, and with insufficient professional oversight and administrative support, to address the university-wide student learning outcome of civic engagement and intercultural knowledge. The President created a special cohort of her successful "Faculty Fellows" program focused on increasing Community Engaged Learning (CEL) course offerings related to civic engagement. This has been running since 2017 under the guidance of a community engaged learning expert with Campus Compact. During its first year, the cohort had 11 Fellows and developed 5 CEL courses that ran in the 2018 academic year. The second, and current, cohort of 18 Fellows, representing 15 schools or departments, have already rolled out 7 new CEL courses and are currently developing more courses to run in the next academic year, including 2 interdisciplinary courses.

Regarding impact on student civic engagement and intercultural knowledge, benchmark results in Spring of 2016 were very weak with only 20% of students achieving Tier-level outcomes in Tier I courses. It was determined through debriefing sessions with Assessment Team members and in conversation with faculty teaching the courses, it was concluded that courses would need enhanced CEL components in order for students to achieve higher scores on the CEIK rubric. This necessitated enhanced institutional commitment to providing such experiences. The Presidential Faculty Fellows was one result of the findings. In addition, closing-the-loop activities among Gen Ed faculty in conjunction with a shift from Assessment Team assessment (done by faculty who did not necessarily teach Gen Ed courses) to instructor assessment (faculty members assessing their own students' work in Gen Ed courses) led to greater alignment between program outcomes and coursework. The resulting improvement was dramatic – with 70% achieving Tier-level outcomes in Fall 2017, 72% is Spring 2018, and 79% in Fall 2018.

Regarding impact, all faculty now working on community engagement initiatives feel much more adequately supported and resourced to successfully find appropriate community partners, develop courses under a collectively endorsed set of principles and best practices, overcome any issues of

liability or transportation, and receive tools related to assessments by all parties involved. This is, in turn, having a positive effect on the students involved, whose quality of preparedness and foresight, given the CEL designation on the course catalog and systematic orientations to a community setting, help with students' buy-in and success. And, of course, community partners are perceiving the seriousness with which the institution treats their participation in student growth.

6. In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?
o No o Yes ?
6.1. If Yes: What was the nature of the assessment, when was it done, and what did you learn from it?

The current strategic plan was launched in 2013 and included a goal related to strengthening connections to the community. As part of the planning process, the steering committee and working groups conducted SWOT analyses and gathered information from internal and external stakeholders regarding current and ideal states with regard to community engagement. Lessons learned from this activity led to development of our and objective to "develop strong campus-community relationships." The specific strategies put forth were also derived from the data. For instance, the University noted that, while faculty often volunteer in the community, knowledge of it is not centralized. The result in 2017 was the development of a Center for Community Engagement – a permanently staffed and well funded resource for community and campus constituents alike.

G – Faculty and Staff

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

Yes

1.1. If Yes: Describe professional development support for faculty in any employment status and/or staff engaged with community: 361 WORDS

Professional Staff:
Professional staff are encouraged and funded to participate in events related to community service. This may include such options as funding for community-wide programming, time away permitted for attending service trips, days or events.

a.   Faculty fellows
Now in its second year of this signature presidential initiative, 18 fellows from 15 disciplines are currently engaged for a full year's fellowship. This is run by a civic engagement expert with Campus Compact, with the following goals:

1.   Work during the Fall and early Spring to redesign existing courses to include a CEL component AND design a new Community Engaged Learning (CEL) course, both the aim to deliver these courses in Fall 2019 or Spring 2020
2.   Learn what offices / resources / staff / existing and potentially new community partner relationships are available as resources to assist
3.   Learn about the NJCU Changebuilders and Community Center programs and how they might relate to faculty disciplinary interests
4.   Help to design an AY'20 symposium for civically engaged faculty and their expert community partners

5.   By 2020, we anticipate there being at least 20 new CEL courses at NJCU.

b.   Membership in NJCC -
Through the institution's membership in NJ Campus Compact, NJCU president nominates up to 3 members of the faculty and staff to serve on a statewide Civic Leadership Committee, and this determines the civic engagement priorities of the organization on an annual basis.
This membership also ensures that NJCU faculty and staff are encouraged to participate in Campus Compact's 2 webinar series - one in-state and the other national.

 c) Funds for travel to conferences - Membership ensures that our faculty and staff can attend regional and national conferences at a reduced rate. When NJCU faculty are successful in proposing to present at these conferences, the president provides travel funding to ensure that faculty can fully participate in these professional development opportunities. The president also supported one NJCU faculty member by nominating her for the Eastern Region Campus Compact Engaged Scholars Initiative.

 d) Service opportunities in Spring break open to students and staff - These experiences count as work time/flex time for weekend service work

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

Yes to all BUT Planning Design Stipends

2.1. If Yes to "Other": Please describe other support or services: 499 WORDS
Other:

Play therapy partnerships with school districts
In spring 2014, Dr. Yumiko Ogawa established the joint project between the Department of Counselor Education Counseling Program at New Jersey City University and the Union City Board of Education to implement play therapy services in a school setting in order to promote students' social and emotional wellbeing. The Union City BOE provided $5000 to establish a fully equipped play therapy room in a school. The collaboration has been very successful and as of Spring 2019, the play therapy services are provided at four different schools in Union City. Approximately 70 elementary students received play therapy services and 6 graduate students completed their internship at those schools. In Fall 2018, Jersey City Board of Education requested the Department of Counselor Education to deliver the play

therapy services at their schools. The play therapy project at JC BOE will begin from Spring 2019. In addition,

In Fall 2018, Dr. Yumiko Ogawa launched the collaboration with the Newark office of Kids In Need of Defense (KIDS) and started providing play therapy services to unaccompanied and undocumented minors who are seeking asylum. This project was recognized by Representative Donald M. Payne Jr. on the House Floor. Johnson and Johnson initiated the fundraising to support this project and raised $20107.00. Due to the success of the project at the Newark office, KIDS decided to expand the project to the New York, Baltimore and Houston offices in 2019.

Dr. Vaibhavee Agaskar at the Department of Counselor Education has received a $1,613,131 grant from the Health Resources and Service Administration (HRSA) Behavioral Health Workforce Education and Training program for the next four years. This project will support an advanced training program with final internships for 98 diverse master's degree students in two tracks: Clinical Mental Health Counseling (community agencies, hospitals, and private practice) and School Counseling (elementary, middle, and high schools).

The overarching goal of this project is to meet the increasing demand for behavioral health care services in medically underserved communities by training and graduating a diverse body of behavioral health professionals well-prepared to serve populations across the lifespan. The 98 students selected will gain first-hand experiences in prevention and clinical intervention to help meet the behavioral health care needs of clients across the lifespan by completing advanced clinical internships at integrated health care or inter-professional and team-based care sites in underserved communities.

Healthier Jersey City (JC) - Since September 2017, Dr. Lin Wei-Ling is a member of Healthier JC Development Team. Healthier JC was established in 2014 and began as a partnership, development, and branding office of the Jersey City Department of Health and Human Services. Healthier JC's mission is to help address health concerns which include improving access to primary care physicians and mental health providers, facilitating sustainable management of chronic illnesses, preventing and addressing sexually transmitted diseases, enhancing maternal/child health, expanding health education, addressing property reevaluation, and responding to crime and violence. Dr. Lin has been serving as a liaison between Healthier JC and NJCU.

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

Yes

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

Depending on the department, and particularly within the College of Professional Studies, community engagement is either preferred or required. The suggested or required level of community engagement is based largely on both the description of the position and the subject or academic area in which the faculty member would work.

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

NO

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

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

NO

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

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

NO

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

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

NO

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

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

NO

8.1. If Yes: List the colleges/schools and/or departments.

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

8.3. If Yes: 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:

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

o No

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

Pages 26-60
Section III. Foundational Indicators

A - Curricular Engagement (A1 - Teaching and Learning; A2 - Curriculum)
A.   **Curricular Engagement**
A1. Teaching and Learning
1. Does the institution have a definition, standard components, and a process for

identifying community-engaged courses?
o No o Yes
1.1. If Yes: Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying
community-engaged courses: 411 WORDS

The definition of Community Engaged Learning – a curricular component of civic engagement at NJCU, along with the core principles for enacting CEL, was designed and approved in 2017 by the faculty fellows special president's cohort. Going forward, all faculty must comply to be granted the CEL designation. All courses are currently developed through the Fellows open process, meaning that the process of designating a course as CEL is done through a one-year collaborative process under expert facilitation by Campus Compact. NJCU has a designated CEL notation through the office of the registrar where, if approved, the notation will be added for classes during course registration.

NJCU Faculty Fellows Civic Engagement Program was developed during the 2017-2018 Academic Year to enhance a culture of civic engagement at NJCU through faculty development of Community Engaged Learning (CEL) course modules, and to establish a process for other faculty to develop CEL opportunities for their students. Since its establishment, the faculty fellows program has doubled in size. Currently in its second year, the committee is comprised of an interdisciplinary mix of faculty, with diverse areas of expertise. Areas of specialization include criminal justice, women's and gender studies, business, nursing, sociology and anthropology, earth and environmental sciences, biology, health sciences, political science, chemistry, literacy education, counselor education, early childhood education and English (15 disciplines).

Definition of CEL - https://www.njcu.edu/academics/resources-services/community-engaged-learning : Community Engaged Learning (CEL) connects students to the broader community by integrating them into project-based learning outside the classroom. Through varied environments, contexts, and experiences, members of our urban metropolitan university come face to face with community issues so they can begin to evaluate areas of needed reform and reflect on their place in these endeavors.

Core Principles of Community Engaged Learning (CEL) at NJCU:
- A strong interplay in planning takes place such that the community and agencies tasked with supporting specific populations are equally responsible for outlining the experiential opportunities for students;
- Situations are anticipated and prepared for that will cause a need in students for personal reflection and growth;
- Exposure to opportunities for identifying a pathway to a career, and to professional mentors, are also anticipated and prepared for by the NJCU community and community partners alike;
- Key partners and populations may require that learning-driven activities take place over an extended period of time and over the course of multiple opportunities for engaged learning; and
- Interdisciplinary approaches to CEL are often an appropriate faculty response in designing student experiences.

1.2. If Yes: How many designated for-credit community-engaged courses were offered in the most recent academic year? 12

2. What percentage of total courses offered at the institution? UNKNOWN

3. Is community engagement noted on student transcripts?

This is In the process of being planned (see below)

o No o Yes
3.1. If Yes: Describe how community engagement is noted on student transcripts:
While community engagement is not currently noted on the official university transcript, NJCU is working to create an online co-curricular transcript (CCT) system where students will be able to add their community engagement experiences. The CCT also will allow students to demonstrate their experiences to prospective employers and other community organizations that may be looking for student contributions within the community.

4. How many departments are represented by those courses? _____9

5. What percentage of total departments at the institution? _____20%

6. How many faculty taught community-engaged courses in the most recent academic year? _____7

7. What percentage are these of the total faculty at the institution? _____2.7%

8. What percent of the faculty teaching community-engaged courses are tenured/tenure track, _____3/7 (43%)
- full time non-tenure track ___4/7 (53%),
- and part time? __0%

9. How many students participated in community-engaged courses in the most recent academic year? _____451

10. What percentage of students at the institution? _____7%

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

Through the Office of the Registrar, each CEL course has a designation in the undergraduate course catalogue. This allows us to keep track of the number of students enrolled in each class, the number of faculty participating in the CEL program as well as the departments and schools involved.

12. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?
o No o Yes
12.1. If Yes: Please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community: 389 WORDS

The General Education program is one program that participates in the annual student learning outcomes assessment process. Fall 2015 was the first year of new Gen Ed program implementation. In Spring 2016, Civic Engagement and Intercultural Knowledge (CEIK) was assessed in Gen Ed courses that covered CEIK. The rubric for Civic Engagement and Intercultural Knowledge - https://www.njcu.edu/academics/resources-services/general-education - details the criteria/dimensions and performance descriptors for Tier-level student achievement targets. This rubric is used in Tier I, II, and III Gen Ed courses to assess student achievement of this University-wide student learning outcome.

General Education Learning Outcomes

The General Education (Gen Ed) curriculum is designed around six university-wide student learning outcomes. The outcomes have been defined with reference to the Gen Ed work of the Association of American Colleges and Universities (AAC&U). The six student learning outcomes are:

- Civic Engagement and Intercultural Knowledge (CEIK) is defined as "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes."
- Critical Thinking and Problem Solving (CTPS) is defined as habits of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- Information and Technology Literacy (ITL) is defined as the ability to recognize, locate, evaluate, and effectively use information in either electronic or paper form; and to demonstrate skills in the use of computers, software applications, databases, and other technology tools to solve problems in order to achieve a wide variety of academic and personal goals.
- Oral Communication (OC) is defined as prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- Quantitative Literacy (QL) is defined as a habit of mind, competency, and comfort in working with numerical data. It involves the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. It further involves creating sophisticated arguments supported by quantitative evidence and clearly communicating those arguments in a variety of formats.
- Written Communication (WC) is defined as the development and expression of ideas in writing. It can involve working with many different writing technologies, and mixing texts, data, and images.

13. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?
o No o Yes
13.1. If Yes: Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

Students in Gen Ed courses complete, and submit to their instructors—for a grade and for program assessment purposes—end-of-semester signature assignments that demonstrate achievement of the University-wide learning outcomes covered in the course. Instructors assess the signature assignments using program assessment rubrics for the outcomes covered in the course and enter scores online using

simple online forms, based on AAC&U VALUE Rubrics. More specifically, in courses in which Civic Engagement and Intercultural Knowledge (CEIK) is taught and assessed, faculty assess end-of-semester signature assignments to determine and report student proficiency in CEIK.

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

The Gen Ed programmatic assessment process, including assessment of CEIK in Gen Ed courses, assesses the degree to which students have met the Tier-level target scores for the outcomes covered in each Gen Ed course. Gen Ed assessment determines the percentage of students who achieve Tier-level targets for each learning outcome across the program; it informs curricular and instructional improvements to support student success. Assessment results are analyzed by the Gen Ed Committee on Assessment and Policy (GECAP) and the General Education director. Findings are shared and discussed in multiple ways, including reports posted to the University's portal, presentations at University Senate, faculty discussion sessions throughout the semester, and annual retreats (inaugural session was in Spring 2017). Faculty who teach courses that offer Gen Ed courses are encouraged to attend the retreats and other faculty development events and to work actively with colleagues to find ways to improve outcomes in all Gen Ed courses including those that cover Civic Engagement.

14. Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?
o No X Yes
14.1. If Yes: Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Health Sciences—School Health Education, M.S.: In this program, students acquire the knowledge to educate and inform community members about proper health and safety, especially from a multicultural standpoint.

Urban Education with a specialization in Educational Administration and Supervision, M.A.: Students in this program learn how to harness community resources for the benefit of community members and their respective interests.

Women's and Gender Studies, B.A.: This program shows students how to incorporate different gender and feminist modes of thought and practice into the relationships they build within their community.

Here is an example of how these outcomes can be articulated in a specific course (sample):
Women's and Gender Studies: Begin to connect knowledge (facts, theories, etc.) from their own academic study/field/discipline to civic engagement and to their own participation in civic life.

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

15.1. If Yes: Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement

with community:

· The College of Education (COE) has an advisor council, College of Education Advisory Council (CEAC) comprised of NJCU faculty and staff and K-12 teachers and administrators. We meet four times a year. These are working meetings where our partner schools advise the COE on curricular improvements that will help our teacher candidates in their practice, both as student interns and novice teachers. We also advise our partners of current technologies and updated pedagogies for preparing/mentoring teachers and improving K-12 student learning outcomes.

· Our CEAC participated in our accreditation visit in October 2018 as we have formal partnerships with several surrounding schools and school districts.

· MOU have been signed formalizing these partnerships (I can get those next week).

· The COE hosts retreats each semester where our school partners attend and present. This is mutually beneficial to both the COE and out partners as it improves instruction and student success across K-16.

· The COE and our partners regularly survey one another in order to gather data to improve instruction, again, across K-16.

· We have a formal partnership with A. Harry Moore (AHM) which mutually benefits the COE, AHM, and the surrounding community. COE students conduct observations at AHM as part of their required field hours, and our student work with AHM to provide programming for students and the community.

· The COE provides professional development opportunities for practicing teachers in Hudson County. This includes PD in technology, assessment, and a speaker series.

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

These are working meetings where our partner schools advise the COE on curricular improvements that will help our teacher candidates in their practice, both as student interns and novice teachers. We also advise our partners of current technologies and updated pedagogies for preparing/mentoring teachers and improving K-12 student learning outcomes.

A.2. Curriculum

1. Is community engagement integrated into the following curricular (for-credit) activities? Please select all that apply:

X Student Research
X Student Leadership
X Internships, Co-ops, Career exploration
X Study Abroad

**1.1.	For each category checked above, provide examples**

____ Alternate Spring Break

X Study Abroad -Faculty members, within a variety of classes and especially within the School of Nursing, take students abroad to different locations. Those students then are able to use their overseas

experiences as part of their class grade. A community health approach is adopted by nursing students who must develop an understanding of localized cultural and historical impacts on health issues.

X Career Exploration – Students as part of the Changebuilders program – www.EngagedNJ.org/Changebuilders - a Campus Compact program which NJCU partners on, are provided mentoring from matched professionals from Jersey City to help them translate their civic engagement experiences into career exploration and preparation.

X Student Research – In the Community Health Education program (part of the <u>Health Education B.S.</u>), students learn theory, knowledge, and research that they then apply to their evaluation of community health programs and assessment of community health needs, often in collaboration with local health centers.

X Student Leadership – The Civil Security, Leadership, Management and Policy (CSLMP) doctoral program prepares students for leadership careers in government and the private sector in areas such as cybersecurity, crisis management, and strategic communications among various agencies. A particular focus will be on the urban environment in which NJCU is located, resulting in students developing a localized understanding of, and then partnering with, local and state agencies.

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

❑ **Graduate Studies**
❑ **Core Courses**
❑ **Capstone (Senior-level project)**
❑ **First-Year Sequence**
X❑ **General Education**
❑ **In the Majors**
❑ **In the Minors**

2.1. For each category checked above, provide examples:

In the General Education program, Civic Engagement has been integrated with curriculum in courses that cover and in which Civic Engagement is assessed as one of the University-wide Student Learning Outcomes. A total of 32 Gen Ed courses cover and assess Civic Engagement using the Civic Engagement and Intercultural Knowledge (CEIK) rubric, including a few popular examples here:

- Refugees and Forced Migration
- Diversity and Difference: Identities, Communities, and Cultures
- Women, Hip Hop Spoken Word and Social Change
- Transgender, Gender Variant, and Gender Queer History, Identities, and Politics
- The History of Media
- Globalization & Governance
- Power, Politics, and Schooling: National and Global Contestations
- Raising Literate Voices: The History of Empowerment through American Education
- Diversity: Civil Debate in Contentious Times

B - Co-Curricular Engagement

1. Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular

engagement at your campus. Please select all that apply:

1.1. For each program checked above, provide examples:

☐   Social Innovation/entrepreneurship

☐   Community service projects - outside of the campus

☐   Community service projects - within the campus

☐   Alternative break - domestic

☐   Alternative break - international

☐   Student leadership

☐   Student internships

☐   Work-study placements

☐   Student teaching assistants

☐   Athletics

☐   Greek Life

__   Living-learning communities/residence hall/floor

X Opportunities to meet with employers who demonstrate Corporate Social Responsibility
Changebuilders Program – www.EngagedNJ/Changebuilders - Students as part of the Changebuilders program are provided mentoring from matched professionals from Jersey City to help them translate their civic engagement experiences into career exploration and preparation. The program was specifically designed with qualities of reciprocity, mutuality, and an asset-approach instilled.

X Other

Jersey City Mentoring Collaborative (a collaboration with Big Brothers Big Sisters) – designed as part of a larger goal of establishing university partnership with BBBS, which ensures the Bigs from NJCU are trained, provided time to reflect, and generate benefits for all parties involved. Again, the program was specifically designed with qualities of reciprocity, mutuality, and an asset-approach instilled.

Jersey Cares - large scale partnership which includes site leaders that ensure preparation, reflection, and mutual benefit are the bedrock of these partnerships. Jersey Cares was chosen for their methodical and ethical approach to working with partners.

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

Yes – Through a particular program on campus called Changebuilders, students use GivePulse to track all levels and descriptives of their community engaged experiences. This is the first year of the program and so we are evaluating its full potential in June 2019 to make better use of it in 2020.

2.1. If Yes: Please describe the system used and how it is used.

Students as part of Changebuilders have direct access to Campus Compact and NJCU's Givepulse platform, tailored to each changebuilder campus. Students log hours and respond to prompted questions

They also complete the IUPUI Civic Minded Graduate Assessment at 2 points in each academic year that serves as a record of growth in civic learning

3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?
3.1. If Yes: Please describe the pathways and how students know about them. 448 WORDS

Through a partnership with New Jersey Campus Compact, New Jersey City University is committed to dramatically increasing opportunities for college students to demonstrate excellence while engaging with issue-driven projects in the local community. Changebuilders, simply, make a measurable difference in their community. The goal is to develop a culture of young, socially responsible graduates with the skills to succeed in achieving their own work-life goals and in their efforts to be part of change for the better**.**

Changebuilders multi-year developmental Model - Leadership Pathway - The pathway is explained in YEARS 1 through 4 - https://www.njcu.edu/directories/offices-centers/center-community-engagement .
There are 3 Growth Areas:
1. Distinct Experiences
2. Development of in-Demand Skills
3. Leadership & Career Development

The Distinct Experiences are broken in curricular, co-curricular, and optional.

The evolution of experiences from Year 1 through Year 4 requires that the level of responsibility grows from :
Direct Community Engagement --> Coordination --> Team Leadership --> Walking your *Changebuildes* Path

The program uses givepulse to track skills, leadership and career development, including through the use of the Civic Minded Graduate (CMG) tool. This is vital as a pre-post for all *changebuilder* students.

There are five goals to the Changebuilders Program at NJCU:

1. Develop service-learning and civic engagement project opportunities throughout students' educational experience. This will support in deepening the knowledge of and commitment to local community issues, including students who intend to transfer from community colleges to 4-year institutions.

2. Increase employability by developing 21st-century workplace skills. This will come through high-quality service-learning and civic engagement sequences of experiences and through career path mentoring. These local experiences will also contribute to the civic-minded graduates staying in New Jersey upon graduation and supporting the economy.

3. Increase student retention by offering a greater ranger of service-learning and civic engagement experiences and partnerships with both 2-year and 4-year institutions. Research shows that students who are involved and who have clear pathways to their next educational institution are more likely to finish on time and find employment post-graduation.

4. Significantly increase overall college student participation in service-learning and civic engagement. New Jersey is focused on growing the culture of civically minded professionals, focused on addressing pressing local community issues. That starts with building critical thinking, problem solving and agency within the generations of future leaders.

5. Ensure that a significant number of nonprofits and community service agencies increase their capacity. Local nonprofit, government agencies and community movements focus on developing and delivering impactful services and programs for populations struggling at the margins of society. Changebuilders will focus on organizations that support college access and success, educational equality, access to healthy lifestyle options, alcohol and substance abuse reduction, and neighborhood safety.

C. Professional Activity & Scholarship

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

Yes.

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

1.	A team of scholar practitioners submitted NJCU best practice research and were accepted at a national retention conference. Accurso, J., de Veyga, G., Vandemark, S., & Diaz, C. (2018, November). "Impacting Student Success through Academic Advisement, Summer Bridge, and Mentoring" Paper submitted and accepted for publication at the National Symposium on Student Retention (NSSR) of the University of Oklahoma.

2.	NJCU develops athletic administrators through training at NACDA, the professional association for those in the field of athletics administration, providing educational opportunities, networking and best practice information through seven staff members attending this year's NACDA professional development conference in Washington, DC.

3.	In order to continually develop and utilize best practices, University Advisement Center leaders and professional staff in the NJCU Learning Center attended the NACADA conference (National Academic Advising Association) and pertinent professional development webinars provided throughout the academic year.

4.	Co-sponsored by the Student Government Organization (SGO), the one-day NJCU project leadership conference, on campus, during winter break, continually develops students in their role as leaders while preparing them for opportunities and challenges they can face, in the leadership realm, during subsequent semesters. NJCU Project Leadership is open to all NJCU student leaders, including Resident Assistants, SGO club and organization members, and student staff from the Center for Student Success.

5.	The Rising Knight Institute, to develop student-athlete leaders, is bound by five essential pillars of success: academics, personal enrichment, leadership, community outreach and career preparation. RKI supports the holistic growth of each student-athlete's intellectual development, academic excellence, social responsibility and self-empowerment. The goal is to build student-athletes character, to stimulate motivation inside and outside the classroom, and to foster strong community relations, preparing student-athlete leaders for current and future success.

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

Yes

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

Recent examples of NJCU faculty scholarship include recent publications:
1. **Tuazon, V. E**., Gonzalez, E., Gutierrez, D., & Nelson, L. (in press). Colonial mentality and mental health help-seeking of Filipino-Americans. Journal of Counseling & Development.
2. **Tuazon, V. E.**, Travis, S. P., Honderich, E. M., Williams, A. E., Menefee, S. E. I., & Gressard, C. F. (2019). Drunkorexia: An exploratory investigation of college students seeking treatment services for alcohol-related infractions. Journal of College Counseling, 22(1).
3. Shannonhouse, L., **Lin, Y**., Shaw, K., & Porter, M. J. (2017). Investigating the impact of ASIST Training in K-12 Schools: A quasi-experimental research study. *Journal of Counseling and Development*, *95*, 3-13. doi: 10.1002/jcad.121124.
4. **Lin, Y.**, & Bratton, S. (2015). A meta-analytic review of child-centered play therapy approaches. *Journal of Counseling and Development*, *93*(1), 45-58.

5. **Ogawa, Y.,** & Takagi, M. (2017). Play Therapy in Japan. In A. F. Y. Siu., & A. K. L. Pon. Eds. (2017). *Play therapy in Asia.* Chinese University Press. Hong Kong.

6. **Ogawa Y**., Lee, E., Yuno, T., Kang, H., Johari, K. S. (2017). The Play Therapy in Asia Summit. Association for Play Therapy Magazine 12 (2), 4-7.

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

Yes

3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible: 433 WORDS

1. Key Education faculty were awarded grants to help student internships with the community and provide opportunities for students to conduct research and present at national conferences. Dr. Vaibhavee Agaskar, is the primary author and primary investigator of Behavioral Health Workforce Education and Training (BHWET) for Professionals Program at NJCU. U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA-17-070). Funded ($1, 613,131).
2. Dr. Agaskar was also the primary author and investigator of Behavioral Health Workforce Education and Training (BHWET) for Paraprofessionals and Professionals Program at NJCU. U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA-17-063). Funded ($171,677). The goal of the HRSA/BHWET funding is to train clinical and school counseling students in their final internships in integrated health care. Through grants, 110 diverse students receive $10,000 stipends to complete their internship experiences. On September 7th and 8th 2018, three HRSA Grant recipients traveled to Richmond, Virginia presenting at the Association for Assessment and Research in Counseling Annual Conference. Kelly Rozembersky (Class of 2018, CMHC) and Keith Raymond (Class of 2018, CMHC) collaborated and presented, "*Use of Screening, Brief Intervention, and Referral to Treatment (SBIRT) while working with substance use clients in the integrated health care setting*". Along with Keith and Kelly, Tanya Tripi-Weiss (Class of 2019, CMHC), had a round-table discussion on, "*The Benefits of Collaborative Efforts between Physical and Behavioral Health Professionals Utilizing the Patient Health Questionnaire 2 (PHQ2) and Patient Health Questionnaire 9 (PHQ9)".* Both student-led presentations were well received at the conference. These students were solely responsible for independent research, along with oversight by Dr. Agaskar.
3. **Ogawa, Y**., Lin, Y., & Georgiou, G. (September, 2018). The quantitative findings on counselor trainees' international cultural immersion experience in Japan at the Association for Assessment and Research in Counseling (AARC) National Conference in Richmond, VA.
4. Shannonhouse, L., & **Lin, Y.** (2018, April). *Revisiting the Assessment of Suicide Intervention Skills: Proposed Changes to the SIRI-2*. Presentation at American Association of Suicidology Annual Conference.
5. Shannonhouse, L., & **Lin, Y.** (2018, April). *Building Suicide-Safer K-16 Campuses: Three Quasi-Experimental Studies on ASIST*. Presentation at American Association of Suicidology Annual Conference.
6. Shannonhouse, L., **Lin, Y.**, Elston, N., & Mize, M. C. (2017, September). *Empirical Outcome Findings on Responding to K-12 Student at Risk of Suicide*. Presentation at Association for Assessment and Research in Counseling Annual Conference.

7.   **Tuazon, V. E. (**2019, May). *Colonial mentality of Filipino Americans*. 2019 AHC Conference. Minneapolis, MN.

8.   **Tuazon, V. E.** (2018, July). *Developmental impact of early parental loss: Sustaining posttraumatic growth throughout the lifespan*. 2018 AADA Conference. Arlington, VA.

D- Community Engagement and Other Institutional Initiatives

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

1.1. Please describe and provide examples: 505 WORDS

New Jersey City University (NJCU) has an extensive strategic plan which was developed to guide the Universities actions for 5 years. The University Strategic Planning and Steering Committee encompassed 25 members within the NJCU staff and faculty. The Strategic Plan called *Transforming Lives* was created and distributed to the college community. For convenience the Strategic plan can be located at: https://www.njcu.edu/sites/default/files/tranforminglives_final.pdf

Upon reviewing the Strategic plan the following goals directly contribute to NJCU's diversity and inclusion goals. The goals, objectives and strategies that are aligned with diversity and inclusion are listed below:

 Goal 1: Enhance Academic Excellence

The work of higher education is the advancement of knowledge that will improve the world. Creating innovative academic programs, supporting faculty scholarship, and recognizing students as tomorrow's leaders will infuse the learning experience with excitement for both students and faculty.

 Objective 1: Advance faculty excellence in teaching, scholarship, and service

        Strategy A: Recruit, mentor, and retain outstanding faculty who are diverse in background, culture, and nationality and who are committed to contributing to the discipline, connecting their research to the development and success of students

 Objective 3: Develop and implement a signature NJCU undergraduate experience that develops lifelong learners.

        Strategy B: Increase participation in experiential learning tied directly to general education and disciplinary learning outcomes through advancing student research, internships, and service learning activities

Strategy D: Infuse emphasis on global citizenship into the curriculum through expanded opportunities such as education abroad, National Student Exchange, Campus without Borders, and faculty exchanges

Goal 2: Achieve Student Success: Academic, Personal, and Social

NJCU is steadfast in its commitment to every facet of student success. In addition to rigorous academic achievement, all students are encouraged to develop a familiarity with other cultures and an awareness of their responsibilities as global citizens through community service and study abroad opportunities. Beyond producing successful alumni, the focus on student success may well improve retention and graduation rates.

Objective 1: Graduate academically accomplished individuals with expertise in their discipline and in the university-wide outcomes of critical thinking, written and oral communication, quantitative literacy, information and technology literacy, and responsible citizenship in a culturally complex world.

Strategy B: Develop global competencies including historical, sociological, cultural, economic, and political understandings

Strategy D: Employ ongoing course and program assessment and curriculum mapping to continuously revise curricula and strengthen student learning outcomes

Objective 2: Advance student's social and personal development

Strategy B: Use expanded opportunities within and outside the classroom for dialogue on social, political, and cultural issues

Objective 4: Enroll a diverse student body that will succeed at NJCU and beyond.

Strategy A: Recruit students who are diverse in background, culture, physical ability, age, geographic region, and country

Goal 4: Strengthen NJCU identity, brand, reputation, and connections with the community

Objective 2: Develop strong campus-community relationships.

Strategy B: Create strategic relationships with organizations in order to serve as a driver for the continued growth and success of northern New Jersey and the improvement of NJCU

Strategy C: Encourage and recognize volunteer involvement in the community by faculty and staff

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

2.1. Please describe and provide examples: 493 WORDS

New Jersey City University (NJCU) has various departments throughout the University that specifically focus their efforts on community engagement.

The Community Center - https://www.njcu.edu/academics/resources-services/community-engaged-learning/community-center - mission is to be seen as a place where myriad support and resources are availed of in a stigma-free and welcoming environment for all. Through its mission, the vision for the center is to nurture people feeling equal and empowered to determine their own path to health and prosperity, while at the same time being inspired to engage in tackling community issues with others. The Community Center functions as a bridge to connect students to resources under one roof in order for students to take ownership over their own success.

Some resources available at the community center that target retention and success through civic engagement are:

Food Security: Our largest focus of work is to ensure that students have access to free and healthy nutritious food in a healthy environment. This includes the food pantry, weekend backpack program, and Help our Neighbors Eat program.- https://www.njcu.edu/student-life/campus-services-resources/food-pantry - which engages over 50 volunteers per week, many of whom are part of the Chagebuilders program and therefore subject to monthly reflection activities.

Civic Health & Activism: The Center for Community Engagement runs a number of engagement initiatives to help ensure students learn about the purpose of their education.

Community: In this area, we are celebrating multicultural free expression and performance so as to know one another better. Also, we are using the NJCU greenhouse to learn, grow, and garden together as a community.

Counseling and Mental Health: The Community Center works with the Counseling Department to offer counseling services for students seeking conversations around mental health, both in group and individual sessions.

Physical Education and Nutrition: The Community Center partners with the Athletic Department, Community Health, Gourmet Dining, and the Department of Health & Human Services to offer workshops on life skills, and others to improve an understanding of healthy, cheap, and simple local food choices – where to buy, how to prepare and cook, and how to keep costs down.

Financial Health: We partner with the School of Business's Institute for Financial Literacy and Economic Education to support students' money management, income tax returns, and more.

Campus-Wide List of Resources for Students - https://www.njcu.edu/directories/offices-centers/center-community-engagement - A Resource List is available for students seeking specific resources on campus in order to connect them with the right department. In this connected way, the Community Center

partners with departments on campus in offering workshops, conversation, and to promote civic engagement.

From the perspective of a current program that ensures community engagement contributes to the goals of NJCU being a diverse and inclusive institution, the Changebuilders Program Overview - https://www.engagednj.org/changebuilders (downloadable PDF) - demonstrates Goals 3 and 4 (p.2) and Approach 1 (p.6) reflect the priorities of the program as adopted and endorsed by NJCU, "Increase student retention by offering a greater range of community engagement experiences and partnerships with community colleges and baccalaureate institutions."

3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects protections for community-engaged research? o No o Yes

Yes

3.1. Please describe and provide examples:

The New Jersey City University Institutional Review Board (IRB) is an administrative body that protects the rights and welfare of human research subjects. The Board was created in accordance with rules maintained by the U.S Department of Health and Human Services (DHHS), specifically the Code of Federal Regulations, 45 CFR 46.101b. The actions of the NJCU IRB further conform to all applicable federal, state, and local laws and regulations, as well as NJCU policy governing the protection of human research participants. The IRB assures, both in advance and on a continuum, that research pursued with the cooperation of human participants is conducted ethically and in full compliance with mandatory directives. The IRB process is applicable to all research investigations that involve human subjects either through direct intervention or engagement. Furthermore, investigator(s) from outside the NJCU community intending to perform research on members of the NJCU community are also subject to IRB regulations through designated NJCU faculty or staff member to serve as principal or co-principal investigator or sponsor.

Current research practices increasingly employ community engagement Research (CEnR), defined as "the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people". As per CDC (1997), CEnR is a powerful vehicle for bringing about environmental and behavioral changes that will improve the health of the community and its members. An examples of CEnR on NJCU Campus is Proyecto STEM, a Department of Education funded activity. The project aims to address Evidence-Based Approaches to STEM Enrollment, Retention and Graduation at NJCU. Partnering institutions include Hudson, Bergen, Union, Essex and Middlesex Community Colleges. Proyecto STEM's mission is to improve the academic and career success of its STEM major students through a series of educational interventions, learner supports, and infrastructure improvements. IRB survey serves as a platform to capture responses to further the project in its objectives.

4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students? o No o Yes

no

4.1. Please describe and provide examples:

no

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

5.1. Describe the methods for encouraging and measuring student voter registration and voting. 433 WORDS

New Jersey City University prides itself on encouraging civic engagement for all community stakeholders. In 2017, the Director of Student Media, Theta Pavis-Weil collaborated with Political Science department to co-host a screening of the movie *All the President's Men*. At the event they commemorated the ratification of the Constitution and discussed the rule of law, handed out free copies of the Constitution and encouraged students to vote. In 2018, in an effort to engage more students a Voter Registration planning committee was developed and the vision for the event was broaden.

Since Banned Books Week falls in September (close to the federally observed Constitution Day on 9/17) the NJCU offices of Campus Life, the Center for Community Engagement, the library, student media, and the Political Science Department collaborated to conduct an event surrounding voter registration and civic literacy. Located in NJCU's Student Union the Department of Political Science provided faculty and students to assist with the event and they supplied free pocket-sized copies of the Constitution for all students. The department chair made signs that promoted the event and a white board was positioned so that students could answer the question "What does democracy mean to you?" At the next table, voter registration forms were available, along with candy, pens and plenty of information.

At the Congressman Frank J. Guarini Library, an impressive display of books that have been challenged or banned in recent years, with full-color book jackets spread across another table. Each book had information attached explaining why the book had been challenged; students were encouraged to check out these books from the library. In addition, staff put together a packet of information on graphic novels that had been banned. Voter registration forms were provided to students at this area as well.

The NJCU M. Jerry Weiss Center for Children's and Young Adult Literature (which houses recently published books) also got involved. The center's co-director came to the event with copies of books in their collection which had been banned, along with free resources and articles explaining the problem. One book that was highlighted was The Hate U Give.

The Center for Community Engagement donated several books to raffle off to students, which also helped build buzz for Constitution Day. Among the books raffled off were The Hate U Give, The Catcher in the Rye, The Absolutely True Diary of a Part-Time Indian, and Revolutionary Voices, A Multicultural,

Queer Youth Anthology, edited by Amy Sonnie. As the campus community came together to education students on civic engagement, it also promoted the importance of voting and encouraged everyone to register to vote.

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

6.1. Describe the ways in which the institution actively promotes discussions of controversial issues: 682 WORDS

There are ongoing and significant efforts underway in both curricular and co-curricular areas of student engagement. Some examples of curricular exposure to issues are:

CEL Course Title : Diversity and Difference - Three sections have been offered in Fall 2018 and Spring 2019 as CEL courses. All students are required to attend 3 civic meetings in their community (ex. Board of Education, city hall, freeholder's meeting, Transportation Board, Rent Control, etc.); they take notes and submit a reflection on each meeting; the assignment culminates in writing a letter to an elected official or volunteer board member they observed in action.

CEL Course TItle: LGBTQ Social Change - Offered for the first time in Spring 2019. Taught in Fall semester - Partners with community partner Hudson Pride Connections. Students are working on 4 group projects:
   a) develop a lesbian population needs assessment survey
   b) compare programming for trans men
   c) research program expansion into Hudson County
   d) develop a mental health provider database

Hudson Pride identified major service gaps and asked for NJCU students' help in figuring out how to address the gaps. Upon completion of the projects, lesbian and trans men in Hudson County will have better programming to address their specific needs. The mental health database can be used to better direct LGBTQ+ residents to queer and trans positive providers. By investigating program expansion into other areas of Hudson County, Hudson Pride will be better able to serve clients in the region who have been under-served until this point.

Some co-curricular examples are:

• The theme of the 2018 New Student Orientation sessions was a community and activist based phrase #HearMyVoice.
• Amol Sinha, Executive Director of the New Jersey branch of the American Civil Liberties Union (ACLU) spoke to 400 incoming students and family members of the community about discrimination and injustice statewide and nationally.
• Black Administrators Alumni Faculty Student & Staff Organization- (BAAFSSO) arose out of an expressed need for a more comprehensive representation of Blacks at New Jersey City University. A program recently held was the Visionary Women: Champions of Peace and Non Violence Film Festival
• Muslim Students Association hosted a Syrian Refugee program in 2017, the program hosted dialogue in regards to Syrian refugees in the state of NJ and beyond. Non-monetary donations were accepted and students were able to have conversations with refugees

- Dreamers Club an organization that focuses on immigration issues, including DACA. Hudson Community members presented a Know Your Rights Training Session to provide immigration information and DACA Emergency Response Meetings were conducted
- Speicher Rubin Women's Center for Diversity and Equity is committed to creating an inclusive community where everyone respects and values diverse cultures, experiences and perspectives. Recently a 50 Shades of Color program was conducted in order to address colorism and inter group bias
- NJCU Alliance held a national coming out day, which celebrated lgbtqia+ students, allies and community members as they discuss coming out of the closet.
- Trio Program annual student trip to Capitol Hill to address the impact of Equal Opportunity Programs and supporting underserved populations
- Peer Educating Peers partners with Hudson Pride to conduct a #Metoo Mattress program to address sexual assault. They also help to promote and assist with translifeline suicide hotline within the community.

7. Does your campus have curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above? Yes 407 Words

7.1. Please describe and provide examples:

Throughout the New Jersey City University community, there are various departments that address social innovation and social entrepreneurship. Two departments in particular have been instrumental in allowing students, staff and faculty to engage with the community: The Office of Campus Life and The School of Business.

The Office of Campus Life

The Office of Campus Life exists under the Division of Student Affairs and supports the initiative of "students first," helping and guiding students from Freshman Orientation to Graduation. The office coordinates multicultural, academic, social, and experiential learning activities.

Recently the Office of Campus Life conducted a Student POP Up Shop which took once a month. This program allowed student entrepreneurs of all kinds to occupy a space within the student union building to promote and sell their items. Student businesses included natural hair care products made to encourage inclusivity among women of color and Changamarie, a student apparel company that has a mission to uplift and support cultural upliftment of the black community.

The Office of Campus Life collaborates with the School of Business to produce the highly successful Power Moves Speaker Series. These speaker series occurred once a month and always assured that entrepreneurs from the Hudson County and tri-state areas are included as presenters. Some featured speakers were financial expert and author Ash Cash who taught students about how to manage their finances as young entrepreneurs and Anthony Frasier who taught students how to crowdsource and pitch for more capital.

The School of Business

The New Jersey City University School of Business prides itself on educating students on Leadership, Ethics, and Critical Thinking. Two courses that focus on social innovation and student entrepreneurship are taught at the School of Business by Leonard Williams are MGMT 221 MYOB: Mind Your Own Business and MGMT 110 Life is Good Business: Understanding how Business Impacts Everyday Life. The two courses allow for students as contributors to community prosperity to truly understand what it means to be an entrepreneur and why innovation is key to success – personally and societally.

For an example of a course description: MGMT 110 Life is Good Business -Understanding how Business Impacts Everyday Life (3 Credits) This course is an introduction to and overview of the world of business and how it impacts everyone's daily life. Students learn business concepts in a cultural and civic context enabling them to be better citizens, better consumers, and better able to chart their personal and professional careers.

E. Outreach and Partnerships

E1. Outreach

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

❏ Learning centers ❏ Tutoring ❏ Extension programs ❏ Non-credit courses ❏ Evaluation support ❏X Training programs ❏ Professional development centers ❏X Career assistance and job placement ❏ X Other (please specify)

1.1. For each category checked above, provide examples of how the outreach is consistent with a community engagement partnership approach: **352 WORDS**

Training Programs - Through the faculty fellows civic engagement initiative, NJCU has developed a forum to provide faculty with the knowledge and tools necessary to establish community partnerships -- connected to newly developed CEL courses -- that are mutually beneficial to the institution and the community. Faculty work on discipline-specific syllabi, brainstorm potential partnership opportunities to support these new courses, and gain support to help establish these partnership relationships. NJCU also provides administrative assistance to ensure that these partnerships proceed run smoothly for all parties involved.

OTHER - NJCU Food Pantry and Community Center –New Jersey City University recently opened the Gothic Knights Food Pantry (GKFP). The GKFP was created to address food insecurity, an issue which has increased on college and university campuses and poses a significant barrier to student success. Contributions to GKFP are made by individual community members, with larger contributions made through the New Jersey Anti-Hunger Coalition and a small grant from the Robert Wood Johnson

Foundation. A "Weekend Backpack Program" has also been launched; this program allows NJCU students to bring meals home to their families for the weekend. This partnership is mutually beneficial: it provides nutrition to our hungry students to keep their minds sharp, and it also supports New New Jersey's goal to eradicate hunger on university campuses and communities at large.

OTHER - The **Center for Teacher Preparation and Partnerships (CTPP)'s** mission is to provide excellent, diverse and equitable urban internship opportunities for teacher candidates within their partnership school districts: Jersey City, Union City, Bayonne, West New York, Newark, Secaucus, and Weehawken. To sustain their mission, the CTPP collaborates with many stakeholders within the learning community: the Colleges of Education, Professional Studies, and Arts and Sciences faculty; district teachers, administrators, community colleges, university supervisors and teacher candidates.

The Center cultivates professional relationships within each partnership district to ensure the quality of the teacher candidate's clinical experience. This commitment and collaboration on the part of the College of Education, CTPP and partnership districts will greatly contribute to their collective efforts in preparing highly qualified teachers as our educators of tomorrow. Additionally, the CTPP is constantly seeking outside funding sources to implement new initiatives and strategies to provide additional learning opportunities for students in the public schools and those in the College of Education.

Career Planning and Placement -The NJCU Career Center provides both comprehensive individual and group services to assist with, among other things, researching careers and job opportunities; preparing for graduate school; and landing appropriate internships for career advancement.

The Center also directs students to both print and online (via College Central and PlacePro) career listing jobs and job search information; offers individualized career counseling and group workshops to discuss writing resumes, interview skills, career-oriented majors, and/or graduate programs; and provides graduate placement referral and credentials service for senior students and alumni to forward resumes and references upon request.

This partnership extends beyond NJCU in that NJCU has specific employers with which we work, providing a feeder source for external sources of employment. Students benefit greatly by obtaining the resources they need to interview successfully and attain meaningful employment in their chosen careers.

2. Which institutional resources are provided as outreach to the community? Please select all
that apply:
X Cultural offerings ❏ X Athletic
offerings ❏ Library services ❏
Technology ❏X Faculty consultation ❏
Other (please specify)

2.1. For each category checked above, provide examples of how these institutional resources are consistent with a community engagement partnership approach:

Cultural offerings –

 Council on Hispanic Affairs (CHA) of New Jersey City University is an advocacy group that engages in broad outreach efforts extending to all segments of the Hudson County community and beyond, from elementary schools to senior citizen organizations. The annual Hispanic Heritage Month and scores of cultural events such as festivals, lectures, and film series, mentor programs in school districts, and scholarship fundraising dinners are among the many activities sponsored by the Council.

The NJCU Center for the Arts presents the annual **NJCU Alumni Jazz Big Band Concert**
https://njnext.com/jazz-legend-paquito-drivera-swings-into-jersey-city-for-free-big-band-concert-sept-14/

Cultural Asset Map – https://www.culturalassetsjc.com/
New Jersey City University (NJCU), the Office of Cultural Affairs of Jersey City, and the Jersey City Arts Council have partnered on the creation of a Cultural Asset Map of Jersey City.
This map is a tool for identifying artists and organizations across the city, so that we can connect and grow our cultural resources. By identifying our community's cultural assets, as well as cultural and creative challenges, we can better plan for the future.
The goal of this initiative is to assist our stakeholders' efforts to build the most sustainable and vibrant arts community we can imagine.

Athletic Offerings - https://www.njcu.edu/community/community-recreation - The Office of Camps and Community Recreation offers exceptional fitness options and resources year-round both for our students and for children and adults in our community. Our goal is to provide fun, accessible opportunities to stay active and fit in NJCU's state-of-the-art facilities. Our various activities offer something active and entertaining for everyone in your entire family.

Youth summer camps offer an affordable, active, and safe childcare option during the summer months. Activities include swimming, basketball, soccer, relay races, and team building activities. Summer camps utilize indoor and outdoor recreational space at the University including our indoor swimming pool. Camp staff members are certified through the state of New Jersey and have extensive knowledge in athletic based programming.

Sports clinics held by the NJCU Department of Athletics help youth and adult athletes learn more about their sport as they take their skills to the next level in soccer, baseball, basketball, volleyball, softball, golf, and more.

Swimming lessons for children are offered for five levels of swimming ability, taught by NJCU Aquatics Director Tom Lee.

Faculty Consultation

- In partnership with the New Jersey Council for Economic Education, NJCU created the Institute for Financial Literacy and Economic Education at NJCU (IFLEE) -
https://www.njcu.edu/community/community-classes-programs/institute-financial-literacy-economic-education - The mission of the Institute for Financial Literacy at NJCU (IFLEE) is to empower our

community members to pursue a lifetime of financial health by providing the tools and resources needed to make informed financial decisions. IFLEE seeks to promote and improve financial literacy skills among all New Jersey residents, especially the most economically vulnerable, by providing financial education programs, acting as the New Jersey Center and repository for financial literacy resources, and conducting scholarly research.

How to be proactive with active shooter drills –
 https://www.njtvonline.org/news/video/active-shooter-drills-urge-people-to-be-proactive-in-real-life-scenarios/   - This is the first time Jersey City is bringing together all assets — police, fire, EMS — and partnering with Homeland Security and the Jersey City Office of Emergency Management to run through an active shooter scenario. The drill uses staff and students from the NJCU School of Business and an outside contractor to provide cutting-edge training.
How Dance improves the lives of those with Parkinson's disease
https://www.njtvonline.org/news/video/dance-improves-lives-parkinsons-disease/ -. "The program is also an extraordinary example of the power of the arts to bring different people together and to tangibly improve the quality of life," said NJCU President Sue Henderson.

E.2. Partnerships This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

1. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships).

PARTNERSHIP #1:

1.1. Project/Collaboration Title

Engaging Students in Court Systems and Administration

1.2. Community Partner (and email contact information for community partner)
        Honorable Peter F. Bariso, Jr., A.J.S.C.
595 Newark Ave., Room 906
Jersey City, NJ 07306
201-795-6611
Peter.Bariso@njcourts.gov

1.3. Institutional Partner

        Dr. Esther Nir, Department of Criminal Justice

1.4. Purpose of this collaboration

To support a newly developed CEL course titled, "Trial Advocacy and the American Legal System." Students observe court proceedings, interact with various judges, prosecutors and defense attorneys, and journal their courtroom observations and experiences. Students then provide feedback to the court regarding their perceptions and observations, including suggestions for system reform.

1.5. Length of Partnership

Partnership began during the 2017/2018 academic year

1.6. Number of faculty involved

2

1.7. Number of staff involved

2

1.8. Number of students involved

Approximately 50

1.9. Grant funding, if relevant

n/a

1.10. Impact on the institution

Students are provided with the opportunity to observe the criminal court system in action, first hand. In addition to observing courtroom proceedings, students interact with judges and ask questions. Students also participate in a mock trial in Judge Bariso's courtroom. Students gain new perspectives on the criminal justice system; this experience helps engage certain politically disenfranchised students in governance.

1.11. Impact on the community

Students provide the courts with comments and suggestions regarding their observations. By journalling their observations, students essentially collect probative data regarding courtroom proceedings and share their data with the courts.

PARTNERSHIP #2:

1.2. Hudson Pride Connections (Contacts: David Rosen drosen@hudsonpride.org and Stephanie Mills stephanie@hudsonpride.org)

1.3. Dr. Jennifer Musial, Department of Women's and Gender Studies

1.4. 4 different student projects - Spring Semester 2019

    a) develop a lesbian population needs assessment survey

    b) compare programming for trans men

    c) research program expansion into Hudson County

    d) develop a mental health provider database

1.5. Spring 2019; course should run each Fall starting in Fall 2019

1.6. 1

1.7. 0

1.8. 16 (20 students are in the course; 16 are working with Hudson Pride)

1.10. Students developed transferable skills through work with the organization

1.11. Hudson Pride identified major service gaps and asked for our help in figuring out how to address the gaps. Upon completion of the projects, lesbian and trans men in Hudson County will have better programming to address their specific needs. The mental health database can be used to better direct LGBTQ+ residents to queer and trans positive providers. And finally, by investigating program expansion into other areas of Hudson County, Hudson Pride will be better able to serve clients in the region who have been under-served until this point.

PARTNERSHIP #3:

1.1: Project/Collaboration Title

    Looking at Gender Inequality in the Classroom

1.2: Community Partner

University Academy Charter School (grades 9-12)

http://uachs.edlioschool.com/
275 West Side Ave, Jersey City, NJ 07305
Phone: 201.200.3200
Contact: Susan Chenelle, Director of Curriculum
schenelle@njcu.edu

People's Prep Charter School (grades 9-12)
https://www.peoplesprepnewark.org/
321 Bergen Street
Newark, NJ 07103
Phone: 973.622.1790
Contact: Nathan Patton, Director of Curriculum and Instruction npatton@peoplesprep.org

1.3: Institutional Partner

Dr. Michelle Rosen, Department of Education Literacy

1.4: Purpose of Collaboration:

To support CEL course **LTED 380: Going Public: Literacy and History of American Education**

1.5: Length of Partnership

Began January 2019

1.6: Number of Faculty: 2

1.7: Number of staff: 0

1.8: 45 students

1.9: n/a

1.10: Students learn by journaling their observations in a school setting

1.11: Student provide feedback to the schools based on students perceptions and observations.

PARTNERSHIP #4:

1.1: Project/Collaboration Title

Teacher/Intern Program

1.2: Community Partner

University Academy Charter School (grades 9-12)
http://uachs.edlioschool.com/
275 West Side Ave, Jersey City, NJ 07305
Phone: 201.200.3200
Contact: Susan Chenelle, Director of Curriculum
schenelle@njcu.edu

People's Prep Charter School (grades 9-12)
https://www.peoplesprepnewark.org/
321 Bergen Street
Newark, NJ 07103
Phone: 973.622.1790
Contact: Nathan Patton, Director of Curriculum and Instruction npatton@peoplesprep.org

1.3: Institutional Partner

    Dr. Michelle Rosen, Department of Education Literacy (currently in charge of the program)

1.4: Purpose of Collaboration:

    To support stem teacher candidates and establish a reliable pipeline for hiring qualified teachers.

1.5: Length of Partnership

    Program began in 2015

1.6: Number of Faculty: 2

1.7: Number of staff: 2

1.8: 28 student interns

1.9: NSF grant application in process to support the stem teacher candidates

1.10: . NJCU students are trained by faculty and P-12 school personal to provide tutoring services. Students participating in this program also earn 2 Cooperative Education credits, for which students pay standard tuition. In addition to paying students for tutoring services, the P-12 schools also pay for the Praxis CORE for participating NJCU students, saving them (our students) the $300 testing fee. Lastly, NJCU students participating in the teacher training program gain valuable classroom experience working with teachers and students. These experiences will only serve to better prepare them as they pursue the education programs,

while providing them a source of income that will help them continue with their studies. P-12 schools pay NJCU students an hourly wage for these services.

1.11: The program creates a pipeline for hiring teachers that are known to the administration and students. Our tutors provide valuable support to our struggling P-12 learners. The tutoring services are unique and not offered by any other university under this type of structure and programming. NJCU currently works in 5 charter schools, providing these tutorial services.

PARTNERSHIP #5:

1.1. Project/Collaboration Title

Green Infrastructure

1.2. Community Partner (and email contact information for community partner)
Sustainable Jersey City (SJC) and others;
email: debitaliano@gmail.com

1.3. Institutional Partner

Dr. William Montgomery, NJCU Depts of Art and Earth & Environmental Sciences; Division of Facilities and Construction Mgmt

1.4. Purpose of this collaboration

Improve student learning outcomes and study alternative stormwater management strategies

1.5. Length of Partnership

2 years

1.6. Number of faculty involved

2

1.7. Number of staff involved

Up to 2

1.8. Number of students involved

Approximately 15 total

1.9. Grant funding, if relevant

Through Jersey City MUA and SJC

1.10. Impact on the institution

Green Infrastructure installed on campus

1.11. Impact on the community

Potential model for installations elsewhere in Jersey City and Hudson County

PARTNERSHIP #6:

1.1. Project/Collaboration Title

Soil testing Pre- and Post-Green Infrastructure Installation

1.2. Community Partner (and email contact information for community partner)
Jersey City Dept of Architecture and others;
email: ajohnson@jcnj.org

1.3. Institutional Partner

Dr. William Montgomery, NJCU Dept. of Earth & Environmental Sciences

1.4. Purpose of this collaboration

Improve student learning outcomes and improve impact of stormwater mitigation efforts

1.5. Length of Partnership

Initiating

1.6. Number of faculty involved

2

1.7. Number of staff involved

None

1.8. Number of students involved

1 >> entire class

1.9. Grant funding, if relevant

Not presently

1.10. Impact on the institution

Improved student learning and creation of a more service-oriented atmosphere in NJCU students;

Improved impact of Green Infrastructure on NJCU campus and surrounding community

1.11. Impact on the community

Improved technical understanding and improved efficacy of GI installations elsewhere in Jersey City and Hudson County.

PARTNERSHIP #7:

1.1. Project/Collaboration Title

GIS and Community Communication

1.2. Community Partner (and email contact information for community partner)

Jersey City Municipal Utility Authority (JCMUA) and SJC

email: debitaliano@gmail.com

1.3. Institutional Partner

Dr. William Montgomery, NJCU Dept. of Earth & Environmental Sciences

1.4. Purpose of this collaboration

Improve student learning outcomes and improve communication of environmentally important activities to public

1.5. Length of Partnership

Approximately 2 years

1.6. Number of faculty involved

1

1.7. Number of staff involved

None

1.8. Number of students involved

1 - 4

1.9. Grant funding, if relevant

Through JCMUA

1.10. Impact on the institution

Improved student learning and creation of a more community service-oriented climate at NJCU;

Improved and broadened use of web-based, GIS mapping / modeling technology

1.11. Impact on the community

Improved communication and understanding of important environmental issues such as stormwater flow, infrastructure, and management in Jersey City and Hudson County.

Partnership 8

1.1. Behavioral Health Workforce Education and Training

1.2. Alliance Health Care, Jersey City

Tracey Meyer, LCSW, Director of Community Services

TMeyers@allianceCH.org

1.3. Dr. Vaibhavee Agaskar, Human Resources Service Administration

1.4 This grant aims to increase the behavioral health workforce by training diverse students in the integrated health care. Additionally, it serves as a tuition grant, awarding eligible students $10,000 to be used during the internship phase of their program. As part of the funding, NJCU will develop a Center for Training in Behavioral Health (CTBH), a training and resource center for interdisciplinary work, integrated health care and evidence-based practices in behavioral health for clients across their lifespan. Faculty members from many NJCU departments, including Counselor Education, Nursing, Criminal Justice, and Health Sciences, will collaborate and develop curriculum on integrated health care for students and other professionals in the tristate area

1.5 Approximately 2 years

1.6. 1

1.7. 1

1.8. 12 students in Year 1, 14 in Year 2

1.9. Grant funding through Health Resources and Service Administration (1.6 million)

1.10. Students selected will gain first-hand experiences in prevention and clinical intervention to help meet the behavioral health care needs of clients across the lifespan by completing advanced clinical internships at integrated health care or inter-professional and team-based care sites in underserved communities.

1.11. The overarching goal of this project is to meet the increasing demand for behavioral health care services in medically underserved communities by training and graduating a diverse body of behavioral health professionals well-prepared to serve populations across the lifespan.

Partnership 9

1.   **Professor-in-Residence/Dual Enrollment Program**

2.   <u>Dr. Wachera Brown, Principal, Innovation H.S. wbrown@jcboe.org</u>

3.   Dr. John Bragg, Department of Elementary and Secondary Education

4.   NJCU works diligently to build a new dual enrollment program with Innovation High School, located across the street from our campus. In particular, we help to resolve practical issues arising from seven Innovation students' placement in Professor D'Onofrio's section of HIST 231 US and the World.

5.   Approximately 3 years

6.   1

7.   0

8.   Approximately 20 students

9.   n/a

10.   This collaboration is beneficial to NJCU as it creates a pipeline of incoming freshmen.

11.   High School students receive college credits.

Partnership 11

1.   America Reads

2.   Jersey City Public Schools
P.S. 24
Maria Ameruoso

Mameruoso@jcboe.org

3.   Dr. Allan DeFina, Department of Education Literacy

4.   To provide extra support for K-6 students in reading and math while simultaneously proving NJCU students valuable tutoring skills as well as income during their time in college.

5.   Since 2000

6.   1

7.   0

8.   100

9.   Federal Work Study

10.   NJCU students receive valuable tutoring skills as well as income during their time in college.

11.   K-6 students receive extra support in reading and math.

PARTNERSHIP #11

1.1 Refugees and Forced Migration
1.2 Church World Service
       Jersey City office
       Courtney Madsen
       cmadsen@cwsglobal.org

1.3. Dr. Bill Westerman, Sociology and Anthropology
       Ethic and Immigration Studies

1.4. To support CEL course, "Refugees and Forced Migration"

1.5. Fall 2018

1.6. 1

1.7. 2

1.8. 30 students - Spring 2019
    24 students - Fall 2018

1.9. n/a

1.10. To provide students with experience in the real world to supplement the classroom. Three students received jobs in the field.

1.11 To develop informational materials to help promote the work of the community partner. Students helped translate materials from Spanish to English and visa versa.

2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?
o No o Yes
2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in

partnerships: 604 WORDS

As part of the Civic Engagement Faculty Fellows special presidential initiative, all fellows complete a Joint Curriculum Design Meeting, following Rubin's "Smart Start to Service Learning" model, where faculty and Center for Community Engagement staff ask community partners to "provide a few vital statistics—the agency's mission, main interest, population served, organizational structure, and budget—as well as how it addresses the major issues facing its target population. Next, he or she asks the community representative to provide three service outcomes that the agency would like students to accomplish. Then it is the faculty member's turn to describe the course in which service-learning will be

used. Professors should explain what they want their students to learn and should be sure to identify their top three learning outcomes to ensure consistency between the partners" (p.21). The community partner and professor then work with the Center staff to build the parameters of the community engaged experiences for students based on a simple process of finding consensus between each perspective. A project completion model is more often than not the simplest 'deliverable' that enables agreement to be found between all parties.

Center for Teacher Preparation and Partnerships (CTPP) mission is to provide excellent, diverse and equitable urban internship opportunities for teacher candidates within their partnership school districts. To sustain their mission, the CTPP collaborates with many stakeholders within the learning community: the Colleges of Education, Professional Studies, and Arts and Sciences faculty; district teachers, administrators, community colleges, university supervisors and teacher candidates. The Center cultivates professional relationships within each partnership district to ensure the quality of the teacher candidate's clinical experience. This commitment and collaboration on the part of the College of Education, CTPP and partnership districts will greatly contribute to their collective efforts in preparing highly qualified teachers as our educators of tomorrow.

· The College of Education (COE) has an advisor council, College of Education Advisory Council (CEAC) comprised of NJCU faculty and staff and K-12 teachers and administrators. We meet four times a year. These are working meetings where our partner schools advise the COE on curricular improvements that will help our teacher candidates in their practice, both as student interns and novice teachers. We also advise our partners of current technologies and updated pedagogies for preparing/mentoring teachers and improving K-12 student learning outcomes.
· Our CEAC participated in our accreditation visit in October 2018 as we have formal partnerships with several surrounding schools and school districts.
· MOU have been signed formalizing these partnerships
· The COE hosts retreats each semester where our school partners attend and present. This is mutually beneficial to both the COE and out partners as it improves instruction and student success across K-16.
· The COE and our partners regularly survey one another in order to gather data to improve instruction, again, across K-16.
· We have a formal partnership with A. Harry Moore (AHM) which mutually benefits the COE, AHM, and the surrounding community. COE students conduct observations at AHM as part of their required field hours, and our student work with AHM to provide programming for students and the community.

3. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community?
o No o Yes
3.1. If yes, describe the mechanisms and how the data have been used to improve reciprocity

and mutual benefit:

The Joint Curriculum Design overview outlined in 2.1 reflects the systematic process of ensuring all Community Engaged Learning (CEL) courses are built on the principles of reciprocity and mutual benefit.

The data, or result of this meeting, is derived specifically from a conversation platform of reciprocity and mutuality.