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

Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

Application Deadline

April 15th, 11:59pm EST

Data Provided

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

Use of Data

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

Community Engagement Definition

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

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

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

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

Applicant's Contact Information

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

Title

Institution

Juniata College

Mailing Address 1

Mailing Address 2

City

Huntingdon

State

PA

Zip Code

Phone Number

Full Name of Institution's President/Chancellor

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President/Chancellor's Mailing Address

President/Chancellor's Email Address

I. Campus and Community Context

A. Campus:

Provide a description of your university that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the university. Please specify here if you are applying for a specific campus or campuses of your university. You may want to include descriptors of special type (regional, metropolitan, multi-campus, faith-based, etc.), size (undergraduate and post-graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution.

Founded by members of the Church of the Brethren in 1876, Juniata College is a four-year, independent, private, residential, liberal arts college, home to the Baker Institute for Peace and Conflict Studies and two small master's programs. In 2017-18, Juniata served 1495 undergraduates from 36 states and 35 nations: 31% first-generation, 24% Pell-grant eligible, 56% women, 10% international, and 5% from Huntingdon County. Also enrolled were 64 local high school students. Targeted enrollment efforts continue increasing the number of traditionally underrepresented students; 13% of the 2017 class identified as members of this group.

Juniata is a college with a deep commitment to social justice and peacemaking, a personalized academic experience, experiential learning (including community engagement), global education, and inclusive excellence for students across all disciplines. Students find a supportive 11:1 student-to-faculty ratio, work with two advisors, and develop close personal relationships. 29% of students create an individualized program of study, 80% have done one or more internships, and 60% participate in volunteer work, a subset of which is community engagement. 83% of our students graduate, and 94% of them graduate in four years. Our accessibility and openness to students from diverse backgrounds were recognized in the Center for Student Opportunity's College Access and Opportunity Guide and Leland Miles' "Provoking Thought: What Colleges Should Do for Students." We are also featured in all three editions of Loren Pope's book "40 Colleges that Change Lives" and in 2012 were awarded NAFSA's Senator Paul Simon Award for Campus Internationalization.

In 2014 and 2015, Juniata hired a new president and provost, respectively. With those leadership changes came a renewed focus on community and civic engagement reflected in Juniata's strategic plan and new general education curriculum. In Spring 2015, the provost reassigned a faculty member to a three-year term as Director of Service-Learning with a dedicated budget line. One initial priority was to assess Juniata's service-learning practices. As a result, campus language was realigned to community engagement from service to emphasize mutual benefit and reciprocity. The existing service-learning course designation was changed to community-engaged learning. Furthermore, the faculty position became the Director of Community-Engaged Teaching and Learning (CETL), and the existing Service-Learning Advisory Committee, consisting of faculty, staff, and students

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and chaired by the CETL director, became the Community-Engaged Teaching and Learning Committee. Similarly, the newly renamed Assistant Director of Community and Student Engagement is in charge of the Community Engagement Office under Student Affairs.

Under the new provost, the general education curriculum was revised and passed in May 2018 and includes a Local Engagement requirement for every student starting with the 2019 incoming class. A learning community of faculty, staff, and community partners advise on this requirement.

Being situated in the Appalachian Mountains of central Pennsylvania determines our approach to community engagement and outreach, as many programs use an "in motion" model, whereby we come into the community: Science in Motion, Language in Motion, and the Mud Mobile. The characteristics of this rural population have also influenced how we engage with specific communities.

B. Community:

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

For this application, we define our community as Huntingdon County although our community engagement also happens regionally and globally. Huntingdon County is located in rural central Pennsylvania, nestled within Appalachian foothills and valleys. Nicknamed "Land of 1,000 Hills," the area is laced with forested ridges and agricultural valleys. Our region is rather isolated, with small towns scattered among farms and forests. Only 70% of people have access to broadband. While Amtrak stops once daily each direction because residents successfully lobbied to retain the service, there is no other public transportation system, and, for many older residents, traveling from valley to valley is seen as something done only rarely.

According to the Huntingdon County Planning Commission, approximately 72% of the county is forested, 22% agricultural, and 4% developed. Huntingdon Borough, where Juniata's campus is situated, comprises approximately 100 of the county's 895 mi². Pennsylvania's 2017 Workstats reports 45,686 people and 17,280 households within the county, with a population density of 52.5/mi². The eighteen boroughs and thirty townships are served by six public school districts and six private/charter schools. According to the PA Department of Education, on average 51.3% of students qualified for free and reduced lunches in 2017-2018. The US Census Bureau estimates for July 2017 show that, compared to PA's 29.3%, only 14.7% of the county population over 25 has a bachelor's degree or higher. The Robert Wood Johnson (2015) Health Outcomes Rankings list Huntingdon County as 30th of 67 PA counties for overall health factors.The Community Health Needs Assessment conducted by J.C. Blair Hospital in 2016 identified two priorities: health education and promotion and access to affordable healthcare. These geographic and demographic characteristics help contextualize the unique opportunities and logistical challenges that colleges in rural areas face when implementing community engagement and outreach initiatives.

The population is fairly homogeneous but aging and declining. There is little racial, religious, and cultural diversity. The US Census estimates the county's racial makeup as 90.7% White, 5.7% Black/African American, 2.0% Hispanic, and 2.2% other. The median age in Huntingdon County is 42.9. These statistics include the 4,390 predominantly young, male, African-American inmates in two state prisons located two miles from campus. Huntingdon's top employment sectors are government, healthcare, manufacturing, retail, and tourism. The median household income is $46,765 and 14.9% live in poverty. Voter registration data reflect Huntingdon's

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conservative nature: of 26,133 registered voters, 60.5% are registered Republican. Many residents here fundamentally distrust institutions, and stereotypes about college people and about rural communities sometimes challenge relationships between these groups.

The people of Huntingdon County can be described as proud, generous, conservative, Christian, patriotic, outdoorsy, settled, and loyal to place and family. Huntingdon is home to a small community hospital, vibrant arts community, community center, the largest lake within Pennsylvania's borders, and many small businesses. In 2009, Budget Travel magazine's readers named Huntingdon the nation's Fifth Coolest Small Town.

II Foundational Indicators

Complete all questions in this section.

A. Institutional Identity and Culture:

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

Yes

A.1.1 Quote the mission or vision:

Our mission and institutional ethos have been largely shaped by our Brethren heritage of peace, justice, and human dignity. Juniata's mission statement explicitly states that our goal is to prepare students for a life of service: "Juniata's mission is to provide an engaging personalized educational experience empowering our students to develop the skills, knowledge, and values that lead to a fulfilling life of service and ethical leadership in the global community." Juniata's vision statement states, "Juniata will be known as a place that inspires citizens of consequence to understand the world in which they act." Furthermore, in 2006, Juniata's student government approved the principles below that are to serve as the lifestyle with which a Juniata student is expected to engage. The preamble and first two principles specifically reflect an expectation that students will commit to participating in community building as a matter of choosing a liberal arts education and that well-rounded citizenship is as much an aspect of their educational experience as their major. Both the mission and vision statements and the principles of a liberal arts lifestyle are published on our website, and every year incoming students are introduced and asked to commit to those principles at the matriculation ceremony held in August.

Principles of a Liberal Arts Lifestyle:

As a community, Juniata is dedicated to providing an academically rigorous and personally enriching liberal arts education. Students have a responsibility to expand and fulfill their lifestyles to embrace the opportunities that lead to well-rounded citizenship.

A Juniata student who fully engages in a liberal arts lifestyle:
Recognizes the value of being a citizen of the world in an increasingly global and diverse community.

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Seeks opportunities to serve in activities that enrich communities and give back to humanity.
Builds meaningful and lasting relationships with academic peers, faculty, staff, and future colleagues.
Regards healthy lifestyle choices as the keystone to success.
Embodies a spirit of sustainability through awareness of finite resources.
Realizes that learning is a lifelong process encompassing many disciplines.
Questions the assumptions and truths presented in life, as embodied in Juniata's maxim "Veritas Liberat" (Truth Sets Free).
Understands that integrity and honesty in all of life's pursuits are virtues unto themselves.
Assumes responsibility for choices made.

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

Yes

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

Students, faculty, staff, and community partners are formally recognized for commitment to and participation in community-engagement work, values, and priorities across four award ceremonies. At the annual spring awards convocation hosted by the Provost, 11 out of the 58 student awards and scholarships presented are either specifically awarded to a local student for or reflect values consistent with community engagement and/or citizenship and the embodiment of democratic values as award criteria. In spring 2018, the total amount for these 11 awards was $19,310. Also publicly acknowledged at this event, alongside our Fulbright and Goldwater recipients, is our Newman Civic Fellow.

The second event is May Day, hosted by the Office of Student Engagement and Activities. Historically, Juniata's May Day celebration honored women's service and leadership. Today, May Day features awards for men and women who lead through engagement and service. One faculty member and one staff member are honored for leadership and supporting student success in academics and co-curricular activities. Additionally, one student from each class—freshman through senior—is recognized as "Outstanding Student of the Year." This award is for those who demonstrate outstanding co-curricular involvement, leadership, and service to the community. Furthermore, registered Student Organization Awards honor clubs that have gone above and beyond in contributing to the community. This category includes the awards for Outstanding Public Service and Civic Engagement Organization and for Outstanding Public Service and Civic Engagement Event. The Social Justice Awards, selected by the Office of Equity, Diversity, and Inclusion, honor graduating seniors who have dedicated a significant portion of their time to promoting equity and intercultural understanding. Also at May Day, the Community Engagement Office recognizes students for outstanding service to the Juniata community and beyond with Community Contribution Awards. The Community Engagement Office also oversees the Community Engagement Honor that appears as a transcript notation for 120+ hours of non-credit-bearing volunteer work.

A separate awards ceremony recognizes those who have earned the P.E.A.C.E Certificate (Participate in Educational Activities that Create Equality). The certificate celebrates commitment to enhancing diversity on campus and beyond and can be awarded to employees, students, and community residents. Those who attend a certain number of designated educational events, including the regularly held "Who's Your Neighbor?" panels that feature the stories of campus members and local residents, earn the certificate. Six events are required to

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earn the Bronze level of the P.E.A.C.E. Certificate, 12 events for Silver, and 18 events for Gold. This initiative is overseen by the Office of Equity, Diversity, and Inclusion, but certificates are signed and awarded by the college president. In 2017-2018, 78 P.E.A.C.E certificates were awarded, two of which were to community members, 43 to staff, three to faculty, and 30 to students.

Lastly, the Alumni Achievement Award for Humanitarian Efforts is given annually during Alumni Weekend festivities to a Juniata alumnus/a who, through vocation or avocation, has exercised significant leadership or has improved the lives of others through personal sacrifice.

B. Institutional Assessment

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

Yes

B.1.1 Describe the mechanisms for systematic assessment:

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

We have informal and formal mechanisms in place to assess community perception of our institutional engagement efforts.

We asked two of our community partners, one of whom is serving on the Carnegie application committee, whether they perceive that there are mechanisms for gauging community perceptions and satisfaction. We have included here their responses as anecdotal evidence that formal and informal mechanisms exist:

Executive Director, Huntingdon County United Way: "From my experience, Juniata College reaches out to the non-profit community for their input on various community engagement initiatives. They truly value the relationships with the nonprofit community by providing opportunities for their students and faculty to give back to the community. In turn, the nonprofit community values the resources Juniata College provides to them. The quality of student and faculty involvement is exceptional."

owner of Standing Stone Coffee Company and Juniata alumnus: "Juniata College has worked hard to build two-way bridges with the local community. I have appreciated how Juniata faculty, staff, and students have provided amazing resources to our community through a variety of styles of engagement, from service projects to research. Through it all, I have been impressed [by] how they have listened to community needs and developed true, two-way partnerships with all of us community partners. More so, they have personally invited myself and others to be a part of their intentional program reflection and future planning

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efforts to ensure they are keeping relevant and helpful to the community. I appreciate that."

In 2017-2018, representatives from three divisions on campus (academic affairs, student affairs, and marketing) worked together to create and administer a community survey, to be administered biennially as part of an ongoing effort to track trends and changes over time as well as identify areas for improvement, particularly as our new general education curriculum is implemented and more students are expected to engage with community partners. The survey measures the perceptions, needs, and concerns of community partners with whom we have ongoing relationships and those with whom we do not. The college sent out 297 surveys and garnered a 38% response rate. The Director of Community-Engaged Teaching and Learning will be responsible for managing the data collection process going forward and for initiating a community-partner advisory board.

For at least the last five years, community leaders have been invited to campus annually for the Campus-Community Luncheon and the Juniata-hosted "Business After Hours" event in partnership with the Huntingdon County Chamber of Commerce. At these events, the President shares updates and information about college projects and priorities, especially those that include the community (like our joint restructuring of an intersection near a residence hall), and invites feedback. Comments are captured in discussion and on comment cards. On average, 80-120 people attend each event.

President Troha invites community input and notes that he receives phone calls and emails from community leaders and members on a regular basis. He also indicates that he frequently solicits informal feedback from community leaders through similar channels.

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

Yes

B.2.1 Describe how the data is used:

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

The results of the community survey were shared with members of the senior leadership team and were also reported at a Campus Forum as well as being shared in a presentation by the President and Provost with community members attending the "Business After Hours" event on campus. Furthermore, the Director of Community-Engaged Teaching and Learning is expected to review and evaluate all the data related to community-engagement and provide an annual report with recommendations to the Provost. These findings helped to provide evidence in support of including community engagement in the new general education requirements and renewing the three-year appointment of a Director of Community-Engaged Teaching and Learning. The data collected from the survey has also been used to create benchmarks and baselines for being able to look for trends and changes that may occur as a result of specific interventions or initiatives. Respondents who indicated an interest in serving on a community partner advisory council will be contacted.

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C. Institutional Communication:

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

Yes

C.1.1 Describe the materials that emphasize community engagement:

Like our strategic plan, our marketing strategy and brand identity have adopted an asset-based view of our location and the local community. To challenge the perception that Juniata is in the "middle of nowhere," our marketing materials, including a promotional video that uses the phrase "A Quiet and Powerful Place" with images of local scenery, highlights our location as something that makes us distinctive and is an important aspect of the student experience at Juniata. This asset-based view of the community informs the approach we take to community engagement.

Community engagement is part of our central brand identity and recruitment strategy for prospective students. Many of our top-level marketing materials, including the college viewbook, website, and "Experience Your Next Chapter" publication, highlight student scholarship and include community-engaged learning examples. "Experience Your Next Chapter" opens with a letter from the Provost that states, "This publication provides illustrations of our approach…" and specifically includes community engagement. Our brand/enrollment microsite includes several stories that feature students' community-engagement achievements; for example, the "Fellowships" section features fellowships that Juniata students have been awarded that are "focused on character, public service, global health, and the common good."

We have also been more explicit in our marketing materials about inviting local residents to campus and promoting our desire to partner with the community. For example, the promotional strategies for our museum of art (JCMA) and our library have been much more explicit about welcoming community members, including participation by the library and museum in Art Walk, a monthly event sponsored by the Arts Council and Huntingdon Landmarks. Large banners hung outside the library proclaim "Learning is for Everyone. Everyone is Welcome." A new museum brochure states: "The JCMA is committed to increasing access so that our communities can enjoy the benefits of looking at and thinking about visual art. This year, we added Monday evening hours to accommodate busy students and working local residents." The strategic planning section of the brochure outlines that the "JCMA contributes to the social and intellectual well-being of its campus and local communities by providing access to works of distinctive aesthetic quality in ways that inspire, provoke creative and critical thought, and refresh the spirit" and specifically lists "expanded programming for area youth" as one of its three priorities.

The website and social media platforms frequently feature and celebrate stories of students and faculty who demonstrate a commitment to community and civic engagement. For example, Liliane Umuhoza (our 2018 Newman Fellow) is profiled on our website for her work with Rwandan genocide survivors through her major in Peace and Conflict Studies, and the winter 2018 Juniata magazine and our Facebook page both featured a story about Professor Henry Thurston-Griswold winning the ACTFL Global Engagement Initiative Award for his service-learning in Guatemala course.

In 2017-2018, we earned frequent media coverage for our community-engaged programs, and Juniata magazine stories reinforced the College's commitment to community building and engagement with 63% of stories across three issues featuring community-engagement initiatives and outreach.

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

Yes

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

President Troha and other members of the Senior Leadership Team (SLT) lead by example and frequently promote citizenship and community engagement as a priority at campus forums, faculty meetings, and in public presentations and publications. Members of SLT regularly attend and participate in both events related to community engagement, such as the annual awards convocation and May Day Awards, as well as the end-of-semester closing ceremony held in the prison at the end of an Inside-Out class; the highest levels of leadership from both the college and the prison attend this ceremony and speak to both the inside and outside students to commemorate the moment. The SLT's physical presence at these events carries symbolic significance.

Additionally, President Troha is actively involved in the Huntingdon community himself, serving on the regional board of directors for Kish Bank, the executive committee for the Huntingdon County Chamber of Commerce, and the J.C. Blair Hospital board. He and his wife also served as past campaign chairs for the Huntingdon County United Way. At an institutional level, President Troha has served as the president of the board of directors for the newly merged Campus Compact of New York and Pennsylvania and is on the board of the Pennsylvania Consortium of the Liberal Arts.

In the 2018 Summer Juniata magazine, President Troha's opening letter says, "Those who have known Juniata for a long time, or are just getting to know us, understand how important community is to the College. It is as much a concept and attitude here as it is a place. This issue captures both of those ideas.

I have lived in Huntingdon for more than five years now (I know, I'm still new…) and say at every chance how important and how wonderful our town is. It appears in this issue in many ways: students working with our health system, the local mom-and-daughter grads just to the left of this letter, a student film debuting in the Clifton 5 Theatre in town, and the story about why our alumni love living in Huntingdon…."

The President's e-newsletter, which is sent to employees, alumni, and friends of the college, also regularly features stories about community-committed students and community partnerships.

Provost Bowen regularly presents to prospective students, as well as faculty, about how important civic and community engagement is as a high-impact practice for the student learning experience. Locally, Provost Bowen serves on the board of Huntingdon House, our local domestic abuse shelter and resource center and, in the past, has served on the Huntingdon County Business and Industry board.

Members of our board of trustees agreed to serve as mentors for our first two Newman Civic Fellows, which clearly signals to students and others that our trustees are invested in supporting the work of community-committed students.

Throughout this application process, President Troha and Provost Bowen and their offices both provided ongoing support: time, attention, resources, and personal interest in the work of the committee.

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

Yes

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

In 2015, the trustees passed Juniata's strategic plan "Courage to Act," outlining five institutional priorities based on an asset-based view of community. Its preface states: "Juniata has long sought to be an educational crucible accessible to those with the potential and drive to succeed, grounded in values of peace, simplicity, community, and service." Aspects of the plan that reflect that community engagement is central to our priorities are:

#1: Juniata College will foster an environment that encourages and rewards intellectual rigor.
Juniata students can expect a challenging, experience-driven liberal arts education that respects their individual ability to contribute to the learning goals of the community.

INITIATIVES:
The College initially will evaluate our present curriculum and develop clear student outcome expectations designed to foster the skills, knowledge, and values the College deems necessary for a college graduate in the coming decade.

MEASURES:
95% of graduating students will experience at least one effective high-impact curricular or co- curricular learning experience.

2: Juniata College will grow, nurture, and support an inclusive, engaged, and vibrant community.
We are mindful of the many environments in which learning occurs at a residential college set in a distinctive environment. Juniata's many co-curricular opportunities—including athletics, student government and advocacy, scores of academic and interest clubs, service and campus leadership, community engagement and service, arts and cultural opportunities, and residential living itself—are credited by generations of alumni with helping them grow.

MEASURES:
greater than 50% of the campus community participating annually in cultural and physical opportunities on campus and in the Huntingdon region.

#3: Juniata College will deepen and enrich the unique characteristics that make the College an extraordinary place.
Juniata will pursue initiatives to enhance and highlight the advantages of our geographical location, strengthen and make more distinct the challenging and supportive character of our community, and ensure the sustainability and flexibility of our physical spaces to best serve the learning and professional objectives of our community constituents. The main highlight of this priority will be developing a comprehensive plan to connect and utilize the Juniata-Huntingdon connection.
INITIATIVES:
Juniata will enhance and highlight the advantages of our geographical location. We will also work to strengthen awareness and connection to regional assets for outdoor recreation, business, and networks.

MEASURES:

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annual increases in the percentage of Huntingdon community members participating in events on campus.
a measure of greater than 50 percent of the campus community participating annually in cultural and physical opportunities on campus and in the Huntingdon region.
annual increases in the percentage of students, employees and alumni participating in community service, particularly in Huntingdon.

The epilogue calls on all campus constituents to take up the work of community engagement: "[E]very area of campus can devise goals and actions to enhance Juniata's engagement with Huntingdon. Whether through athletics, the arts, the library's resources, a particular academic department, or residence life, ...each area could have specific goals that make for a more robust and positive relationship with the town and region in which we are located."

D. Institutional - Community Relations:

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

Yes

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

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

At the highest level, the community has voice in shaping institutional priorities. Of the 38 board of trustee members, six are residents of the local/regional area. Their perspectives are factored into institutional decision-making on initiatives like the strategic plan and capital projects. Community leaders and partners are invited to campus twice annually for events hosted by the President's Office. At these events, attendees are given updates on things happening at the college, and feedback/suggestions are invited and welcomed. Additionally, the development of a biennial community survey is intended to give community members a voice in helping us identify priorities and areas for improvement. The director of the local United Way has served on the Carnegie Application committee. Representatives from the community are invited to sit on hiring committees for positions that are community-facing, and community members are actively serving on the general education learning community designing our new local engagement requirement. The Community-Engaged Learning (CEL) course designation guide states: "For the purpose of Community-Engaged Learning, community partnerships can be formed with any local, regional, national or international organization for whom the partnership is both mutually beneficial and focused on purpose and process rather than activity and place...As Judith Ramaley states, 'An ideal partnership matches up the academic strengths and goals of the university with the assets and interests of the community' (2000, p. 241). Community voice should be included at every stage in the course or project, when possible."

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Departmental examples include:

Language in Motion (LiM) began in collaboration with local teachers, who helped identify needs and brainstorm ideas about how to use college resources to address their concerns. These conversations became the backbone of the LiM mission, vision, and goals. Teachers are surveyed regularly, invited to meet with the director or otherwise submit feedback. They have also helped create core documents and procedures.

For "Spanish and Service-Learning in Guatemala" (IC 229/230), community partners are surveyed to learn what contributions Juniata students could make to them. Students are then matched with a community organization and provided with the input from that organization, informing the service-learning project that the student designs and implements. The students' project proposals are shared with community partners, and students make revisions based on the organization's feedback ensuring that the project responds to the needs of the organization.

The Rural Outreach and Reading [ROAR] program is conducted in consultation with Huntingdon Area School District administrators, teachers, and staff. Principals works with the director to identify children who will benefit from attending the after-school program, and teachers refer children. Their parents meet with the director to exchange information about the child's reading skills. Since its inception, the program has evolved based on input from the community.

The Social Work Program has had an Advisory Committee for over 30 years comprised of community members who are field instructors that supervise senior social work students in their capstone professional semester. The Advisory Committee influences program planning related to placements and ideas for course projects.

E. Infrastructure and Finance

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

Yes

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

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

We use the term community-engagement instructively to convey how we want all community partnerships to be approached: from a place of "with" rather than "for." Under this community-engagement umbrella, we have established three distinct subcategories: volunteering, outreach, and community-engaged learning and scholarship, all of which can take a variety of forms as suggested by the Stanford Pathways Framework (philanthropy, direct service, policy and governance, community organizing and activism, social

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entrepreneurship, and corporate social responsibility). Deep, critical, guided reflection and the co-creation of knowledge through reciprocal partnerships distinguish volunteering and outreach from community-engaged learning and scholarship. For the last three years, we have had a coalition of offices working together to advance and improve community engagement in all forms.

Under student affairs, this coalition includes two primary offices. The Office of Community Engagement, which had one full-time employee, is responsible for coordinating volunteer programs and the community federal work-study positions as well as managing the tracking of hours and the co-curricular, transcript-notation, community engagement honor. The Office of Student Engagement and Campus Activities oversees service clubs, coordinates service trips, and organizes and runs the Leadership Program, a component of which is community engagement. This office has one full-time employee and two part-time Residential Life professionals. Additionally, Campus Ministry, the Center for International Education, and the office of Equity, Diversity, and Inclusion, individually or in collaboration, coordinate service trips over winter and spring breaks as well as create opportunities for students to connect with members of the local community. These offices combined involved six and a half full-time staff positions.

Under academic affairs, the Director of Community-Engaged Learning, a faculty member with course release, serves as chair of the Community-Engaged Teaching and Learning Committee, which brings together faculty, staff, and students who are involved in community engagement. This person also works with the Center for the Scholarship of Teaching and Learning to offer professional development opportunities related to community-engaged pedagogies and collaborates with the High-Impact Practices Committee, which is developing assessments for experiential learning at Juniata. Such work also involves close collaboration with our Center for International Education, the Center for Undergraduate Research and Creative Inquiry, and QUEST (the office of student success), which coordinates and oversees internships. QUEST collaborates with the Director of Community-Engaged Learning when internships involve community partners, such as the Shepherd Consortium on Poverty internships. A second faculty member also has a course release to serve as the Academic Director for the Shepherd Higher Education Consortium on Poverty and create a minor in poverty studies.

Lastly, a representative from marketing has been serving as an active liaison with community organizations and working closely with this coalition to ensure consistent and accurate messaging related to community engagement, provide research support, and assist with coordination of campus-community partnership events. This has increased the number of stories shared with media outlets, alumni, students, and others and identified new opportunities for partnerships with community organizations with whom we share interests and goals.

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

Yes

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

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

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engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.

For the purposes of this question, we have divided internal permanent budget allocations (representing tuition-generated funds or in-kind expenses) into two categories: community engagement and community outreach.

At minimum, dedicated internal resources used to support institutional community engagement efforts in FY 2018 totaled $129,131. These reflect permanent budget lines in academic affairs and student affairs allocated to curricular and cocurricular community-engagement involving mutual beneficial and reciprocal partnerships such as: the Early Childhood Education Center, $2540 of which reflects need-based scholarships for local residents; the director of Community-Engaged Teaching and Learning; the Juniata Center for Entrepreneurial Leadership; departmental budgets; Language in Motion; Friendship Families for international students; the It's On Us project (also supported by the Department of Justice grant); community federal work-study positions; and the Shepherd Higher Education on Poverty membership.

At minimum, dedicated internal resources used to support institutional community outreach efforts in FY 2018 totaled $904,289. These reflect permanent budget allocations as well as commitments to in-kind donations of services and space, including the following: sponsorship of and memberships in local organizations, Juniata Presents programming (our professional artist series), the Office of Community Engagement budget.

Also included are in-kind expenses associated with the high school dual-enrollment program, which allows local high school students to take Juniata classes at a discounted rate and waives the tuition for students who qualify for free/reduced lunch; the Westminster Woods Passport program, which allows residents from a local senior-living community to take classes at a discounted rate; a discounted or waived rental fee for nonprofits.

The minimum amount of TOTAL internal resources dedicated to community engagement and outreach by the institution in FY 2018 totaled $1,033,420. ($768,989 of that total represents in-kind expenses related to community outreach).

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

Yes

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

Various external funding sources are used to support institutional engagement with community. These sources include Educational Improvement Tax Credit (EITC) funds, federal work-study dollars, private and public grants, investment income, rental revenue, and gifts and donor support. In FY 2018, these sources amounted to the following totals:

Gifts and Grants (funds donated specifically to support community engagement or outreach initiatives and funds from specific research grants involving community partnerships) = $729,790
Community Federal Work-study (funds used directly to support students whose work supports community-engagement programs and partnerships) = $16,198

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Investment Income and Rental Revenue = $125,034

TOTAL EXTERNAL FUNDS in FY 2018 = $871,022

E.4 Is fundraising directed to community engagement?

Yes

E.4.1 Describe fundraising activities directed to community engagement:

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

Juniata's Development Office actively seeks financial support for community-engagement initiatives in the form of private donations as well as corporation and foundation support. These efforts include fundraising to increase scholarships and awards that recognize community-committed students and endowed initiatives that support faculty professional development, including publicly engaged pedagogies and research.

Grant-writing support is also provided to faculty and staff who have identified funding opportunities for community-engaged projects and research. 68% of grants applied for in FY 2018 involved a community partnership or in some way benefited the public good.

Juniata's current fundraising initiative, the BELIEVE campaign, is focused on three priorities: people, place, and effect.

In FY 2018, student clubs engaged in a variety of philanthropic efforts in support of community partnerships and issues, raising over $10,000. In addition, students in CM 220: Group Communication raised money to support their own community-engagement projects with the Center for Community Action and the Huntingdon Borough.

Another student used her senior thesis research project, which involved interviewing local women who have served in public office, as inspiration to host an Elect Her Workshop, a national initiative from Running Start designed to encourage more women to run for public office. This student and a handful of other students then raised $1050, enough money to cover the costs of hosting the event. A locally elected female politician, president of the Huntingdon Borough Council, spoke at the event. High school and college students and community members were invited to attend. The event had about 50 people in attendance.

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

Yes

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

In this question, we are asking specifically about financial investments in community programs, community development,

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

Juniata has been supportive of the staff of the Juniata Center for Entrepreneurial Leadership (JCEL) working with community partners to enhance Huntingdon's economic viability. Juniata started the Sill Business Incubator in 2004 by renovating an elementary school into JCEL. Over the years, the program adapted and, in 2010, completed renovations of the Incubator to add professional office and meeting space for community startups. Since then, the Richard Ott Innovation Zone has transitioned into a shared, co-working space encouraging collaboration among student, faculty, and community startups. This allows the Incubator to engage clients and students actively. Furthermore, JCEL offers all non-profits free use of the conference rooms and entrepreneurial studio for meetings and Chamber of Commerce business members free use of conference rooms once annually.

Several faculty use JCEL student startups to advance their own research. Some examples follow: Richard Hark (Chemistry) co-founded Artifactual, a company that uses laser-induced breakdown spectroscopy (LIBS) to detect elements in works of art, antiquities and other rare artifacts in order to verify their authenticity and date them. They contracted with Dimensions, Isaac Fisher's '20 startup 3D-printing company, to print accessories used in the company's demonstration to investors. Fisher's company also assisted two other faculty with product development: a photo reactor used in John Unger's chemistry classes and copies of artifacts found during Jonathan Burns' archaeology fieldwork course so they can be handled by students.
The Center caters to all students working on entrepreneurial projects, regardless of whether they are enrolled in the entrepreneurship courses. More frequently, students enrolled in Entrepreneurship courses use the Center's co-working space or the entrepreneurial studio for group projects. Additionally, students benefit from working with student startups as class projects. In several instances, students who have started business ideas through one of the entrepreneurship courses have become clients of students in the Innovations for Industry Project Management class, where student groups assist business clients with specific projects.
Both Center staff members also serve on community boards and community-engagement projects and the director consults with community small businesses and serves to connect them to other resources.

Because Huntingdon has very limited options for high-quality early childhood education, Juniata also invests heavily in its Early Childhood Education Center (ECEC). The ECEC, in partnership with the Tuscarora Intermediate Unit, is the only county center accredited by the National Association for the Education of Young Children. The ECEC offers need-based scholarships to community families.

Juniata invested heavily in improving accessibility in campus buildings where public events are held. Additionally, Juniata partnered with Huntingdon Borough on a road improvement project that implemented traffic calming and safety measures at a heavily used intersection. Those directly and positively affected include residents, Huntingdon Area School District employees and students, Juniata College, and parents of students. Juniata paid the difference between the grant funding and the final cost.

Finally, Juniata pays memberships in local civic organizations and sponsorships of community initiatives like Newspapers in Education and a Big Brothers Big Sisters fundraiser. In FY 2018, that total was $11,106.

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

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community development agendas through hiring, purchasing, and procurement?

Yes

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

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

Offices on campus are encouraged to purchase from local vendors whenever possible. Recent capital improvement projects were awarded to local construction and contracting companies. In addition, any time a campus entity needs to rent a car when Juniata fleet vehicles are not available, they must use the local Enterprise office, with which the College has a corporate agreement.

Juniata also supports alumni artisans and businesses in various ways. On Homecoming and Family Weekend, such companies and individuals are invited to sell their merchandise at the Marketplace set up on the Quad. The annual pottery sale is hosted on campus at end of each semester, and local artists are invited to sell their work alongside student work.

Furthermore, negotiations over relationships with two local businesses that wanted to have a presence on campus have been completed. Our food service provider has been asked to work with a local coffee shop, Standing Stone Coffee Company, to serve their coffee on campus, and a contract was negotiated with a small local business to move their store location on campus to replace the campus store formerly run by Follet, the largest campus store operator in North America. Headwaters opened in May 2017 and features products made by alumni, as well as offering space in the store for community members to gather and host events for free.

F. Tracking, Monitoring, Assessment

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

Yes

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

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

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based research projects, etc.

There are multiple mechanisms used on campus for recording and tracking community engagement.

The National Survey of Student Engagement (NSSE) is administered to students and measures students' self-reported participation in high-impact practices including service-learning as well as their future plans to participate in them and provides comparisons to responses from students at peer and aspirant schools.

Furthermore, each semester, the Director of Community-Engaged Teaching and Learning requests that faculty who are teaching courses tagged with the Community-Engaged Learning (CEL) course designation provide names of their community partners. Having this designation attached to courses has also made it possible to identify who is offering and participating in these courses as well as providing a mechanism by which course evaluations of those classes can be assessed. Importantly, the CEL designation allows students to search for this type of class when registering. In spring 2018, we also convened a focus group with six students who had taken CEL courses and intend to do this again each spring.

The implementation of a community survey has also provided us with a better understanding of the scope of our local community engagement so that we can identify all the ways faculty and students are engaging with the local community and be more intentional about matching people and organizations based on need. The survey also provides community perspectives on these experiences.

Students register for both credit-bearing and non-credit-bearing internships with the Career Development Office. All credit-bearing internships are required to have an onsite supervisor and a faculty sponsor. The faculty sponsor is expected to create structured reflection opportunities for students, communicate directly with the onsite supervisor, and, when possible, do an onsite visit. We can then track and monitor the ways in which our students are engaging with community partners through internships and gauge their satisfaction with the experience. This helps ensure that the expectations of both the student and community partner are being met.

MyVolunteerPage was the campus-wide software system used in 2017-2018 that allowed students to log their community-engaged learning and volunteer hours. The link to MyVolunteer page was embedded in the campus services page and posted in the daily announcements reminding students to log their hours. The system was also set up to allow students registered for CEL courses to report the hours spent working with their community partners. In spring 2018, we explored using GivePulse software as an alternative tracking system. An IT-Project Request to purchase and onboard GivePulse has been submitted for consideration.

Employees who participate in the Wellness Rewards Program are asked to report their volunteer work and other healthy activities monthly. By doing so, they can earn incentives such as gift cards to local restaurants and stores.

The athletics department also has a person assigned to manage and report to the NCAA the volunteer activities for Juniata's Division III athletes.

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

Yes

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

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

Data collected through these mechanisms is used in grant applications and to complete institutional surveys such as AICUP (Association of Independent Colleges and Universities of Pennsylvania) and the Chronicle of Higher Education's "Great Colleges to Work for." The data from these assessment mechanisms is also being used to measure and assess our success with regard to the goals outlined in the strategic plan and to set benchmarks and goals for areas where we would like to see improvement over the next few years. Furthermore, the information collected through these mechanisms has been used in marketing and promotional materials to publicly celebrate the partnerships of faculty, staff, students, and community partners.

To date, assessment data on community engagement as one high-impact practice has been shared with the campus at an open campus forum as well as having been presented to the board of trustees, the senior leadership team, and members of the Community Engaged-Teaching and Learning committee.

The collection and aggregation of this data from multiple sources was instrumental in arguing for the reappointment of a Director of Community-Engaged Teaching and Learning and for re-assigning that person's time from a three-quarter to half-time teaching load. It also influenced the inclusion of a local engagement requirement in the new general education curriculum and the decision to apply for the Carnegie Community Engagement status.

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

Yes

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

The Community-Engaged Learning (CEL) course-approval process for receiving the designation has quality measures built in. This peer-reviewed process is overseen by the standing Departments and Programs Committee (DPC), consisting of elected faculty. The Director of Community-Engaged Teaching and Learning is also notified when a course proposal requesting the CEL designation is submitted.

The approval guide states, "All forms and models of community-engaged teaching and learning are expected to meet the standards of quality outlined below.

"While all community-engaged learning is generally considered experiential, not all experiential service or volunteering is considered to be service-learning or community-engaged learning. CEL is thus recognized as both a pedagogy and a high-impact, experiential learning practice.

"Because Community-Engaged Learning is an academically rigorous educational experience for students, DPC will use clear criteria to assess whether or not a particular course fits with the definition and best practices outlined. A course using a traditional service-learning model or any other community-engaged learning model may receive the CEL designation when the following criteria are demonstrated in the syllabus/course proposal:

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The syllabus makes clear how community-engagement is tied to the content and learning objectives of the course.
Students engage in a reciprocal partnership with a community partner as part of the course and expectations for student engagement with community partners are clearly outlined in the syllabus.
The process for preparing students to engage with the community partner and to work in the community is part of the course.
The processes for evaluating and grading students' participation is clearly articulated in the syllabus (note: best practice in community-engaged teaching and learning is to grade the learning, not the quantity of service).
Ongoing, systematic reflection and feedback, individual and/or group, is an element of course work and is used as a measure of student learning. Instructions on, and standards for, quality reflection are provided to students.
...

"Best practice in community-engaged teaching and learning is to grade the learning, not the service, which should be stated in the syllabus and reflected in the course grade outline. Students should not receive a grade for completing some number of service hours but rather for the learning that happens because of the service and engagement as demonstrated by reflections, projects, and presentations."

Assessment mechanisms to measure quality also exist on the programmatic levels. At the end of every semester, approximately 225 students who are registered for credit-bearing and transcript notation internships are evaluated by their onsite supervisors and given a grade by the faculty sponsor based on that feedback. This evaluation process, which is managed by the Director of Career Development, allows the community partner to assess the quality of the student work as well as their overall experience with the college and their willingness to continue in the partnership. This assessment has enabled the college to address employer concerns with individual students as well as with the overall process. In addition, students assess their experience so the overall partnership can be maximized for all involved: the partner, the student, and the college.

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

Yes

F.4.0

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

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

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

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

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

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

Annual Senior Salute Survey: The Career Development Office asks every senior through the exit interview process questions related to community engagement. Students discuss participation in community-engagement courses, intention to continue community-engagement work after graduation, and the influence of such experiences on their career paths. In spring 2018, 32 seniors said it influenced their career direction, and 220 indicated a plan to continue community engagement after college, reflecting an outcome of our current practices and establishing a baseline on which we can benchmark the implementation of our new general education curriculum.

Stanford Pathways to Civic Engagement Diagnostic Tool: To identify and better understand students' motivations for and perceptions of civic and community engagement and participation barriers and to promote opportunities to students more intentionally, since 2016 we annually administer the Stanford Pathways Diagnostic Tool to all first-years and some sophomore, juniors, and seniors. Combining a qualitative analysis of first-years' reflective writings with their quantitative survey results and comparing our data with Stanford's aggregated data and our seniors' responses provide a valuable snapshot of our students, which informs our approaches to curricular and co-curricular programming and to messaging.

We use this tool to gauge differences in experience levels and dispositions toward different forms of civic and community engagement at different points in a student's college experience and to understand whether student attitudes change. Our students express the highest interest in pursuing direct service, philanthropy, and community organizing/activism. Moreover, while they indicate policy and governance as having the most potential impact for social change, they are least interested in it. We discovered, too, that students' barriers are a perceived lack of time, uncertainty about available opportunities, "stage in life," cultural values, and social anxiety. In contrast, on average, 26% of first-years compared to 53% of seniors report some or a lot of experience with community-engaged learning and research, representing a positive outcome of our current curriculum in which community engagement is not required; we expect this to increase even more under our

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new curriculum.

National Survey of Student Engagement (NSSE): Findings from NSSE suggest that Juniata lags behind its peer and aspirant institutions in the reported percentage of classes with a community-based/service-learning project. Based on anecdotal evidence, the NSSE results seem not to accurately capture our students' experiences. We hypothesized that is because we were not clearly designating courses so students would recognize their experience as service-learning or community-based and, therefore, they did not identify them on the survey.

Thus, we decided to be more transparent about promoting and naming these opportunities. We established a definition, process, and decision criteria for a campus-wide course designation. The Stanford Pathways Tool also provided a model on which to align campus language so students could identify opportunities that match specific strengths and interests, which the tool helps identify. This has led to consistent terminology use that can be applied in presenting the outcomes and impact of our students' work in various contexts, like at the annual Liberal Arts Symposium.

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

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

In spring 2016, we hired a consultant to visit campus as part of a strategic research and planning process for what we, at that time, referred to as service-learning. The key findings from this process were that the term service-learning was misused and misunderstood on campus and that our terminology use was somewhat outdated. As a result, the director of Service-Learning, now Community-Engaged Teaching and Learning, attended the Campus Compact Conference and a workshop at Drexel. This research process helped inform the shift in terminology from service-learning to community-engagement, the realignment of language across campus, and the establishment of a campus-wide definition of community-engagement. Furthermore, it was determined that faculty needed professional development opportunities to better understand why and how community-engaged teaching and learning was relevant to their disciplines and to a liberal arts education in the 21st century.

Members of the Community-engaged Teaching and Learning committee, who have decades of experience in this pedagogical practice, prepared and delivered presentations on topics such as guided reflection at the Scholarship of Teaching and Learning Lunches, which approximately half of the faculty attend. A PA-Campus Compact mini-grant also made it possible to host a conference on campus that involved presentations by faculty from other schools and workshops from community organizations like the Philadelphia Higher Education Network for Neighborhood Development. Other professional development opportunities have followed, including a faculty conference called "Inspiring Citizenship through Inclusivity, Intentionality, and Interdisciplinarity," for which Caryn McTighe Musil was the keynote speaker. This process has also led to an increase in the number of community-engaged learning (CEL) courses, the new general education local engagement requirement, the three-year reappointment of a faculty member with an increased half-time course release to serve as director, and the granting of a sabbatical to that faculty member to chair the Carnegie

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application committee.

In spring 2018, three departments applied for an AAC&U Civic Learning in the Major by Design Mini-grant to support departmental discussions and redesigns. One department received a grant and has completed the four proposed phases, including holding a departmental workshop. The results of their pre-workshop survey indicated that fewer than one-third of faculty members in the psychology department had a clear understanding of the Civic Learning and Democratic Engagement (CL/DE) framework and its importance and place in the psychology curriculum. Faculty attitudes about CL/DE were mixed. However, the survey showed that all faculty, in the past and currently, use pedagogical practices that are aligned with and supportive of intentionally embedding CL/DE in courses. The results of the post-workshop survey indicated that all participants gained a richer understanding of CL/DE and its utility in their psychology courses. Likewise, attitudes around CL/DE were unanimously positive, and all participants indicated that they would continue to use pedagogical practices that support the infusion of CL/DE in courses and across the curriculum. This discussion and workshop model can now be replicated across departments on campus, as we continue to increase the knowledge and skills of faculty in community-engagement.

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

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

Community Survey: 89.40% of the respondents that have partnered with Juniata College report being satisfied or highly satisfied with their experience. Specifically, respondents reported being satisfied on the basis of the following: 1) Professional, intelligent, hard-working students/interns; 2) reciprocal partnerships with professional, respectful faculty/staff from many different departments at Juniata; 3) the quality of the College's communication and organization; and 4) numerous Juniata employees who serve on community boards. 96.87% of the respondents say they are interested in partnering with Juniata College again.

Moreover, 91.58% of the respondents have a somewhat positive or very positive perception of Juniata College's relationship with the community. Specifically, respondents reported that their positive perceptions were related to the following: 1) Juniata's diverse population adds to community interaction; 2) Juniata provides the community with cultural events, speakers on diverse topics, and athletic events; 3) Students participate in volunteer opportunities and community projects; and 4) Community growth and development projects have been organized by or supported by the College.

Survey responses also revealed negative perceptions and areas for improvement. Comments included that "new faculty and staff should live in the Huntingdon community" and that there is a "Need [for] more collaborative projects for the College and the borough to work on together." The survey responses also revealed that some members of the community view Juniata as "the liberal bastian on the hill that just doesn't get it," which is reflective of a perceived political divide between the residents and the college.

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

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

Five specific assessment mechanisms have contributed to the institutional outcomes and impacts we have seen in recent years: the National Survey of Student Engagement, the strategic research and planning processes for both the campus strategic plan and for community engagement, the creation of a high-impact practices dashboard, as well as the implementation of a biennial community survey.

Findings from these mechanisms include that our students report having had less experience with service-learning/community-based projects than our peer and aspirants; that we need to be more intentional and transparent about communicating community-engagement expectations and opportunities for students, faculty and staff; that there are some disparities in student participation in community-engaged learning courses, particularly with regard to male students and certain majors; and that our local community is eager to partner with us more often.

These findings have led to 1) the specific goals for campus-wide community-engagement that were outlined in the strategic plan, "Courage to Act"; 2) the decision to appoint a director of Community-Engaged Teaching and Learning in academic affairs; 3) the establishment of a definition and approval process for community-engaged learning; 4) the creation of a community presence plan for the marketing office; 5) establishment of an internal budget line for Language in Motion; 6) participation in the Newman Civic Fellows program; and 6) the integration of civic and community-engagement into institutional learning outcomes and general education requirements. The impact of all of this is that community-engagement has a higher institutional priority and that awareness and understanding of community-engagement is increasing among faculty, staff, and students, which will lead to an increase in the quantity, quality, and stability of partnerships and to the achievement of better student learning outcomes.

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

Yes

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

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

Institutional decisions regarding the establishment of a campus-wide definition for community-engaged learning courses, realignment of campus language to community engagement rather than service, our new branding approach, and the new general education requirements were informed by the findings from these efforts.

In the summer of 2016, a team of Juniata faculty and staff attended AAC&U's High-Impact Practices (HIPs) Institute. This group included the newly appointed Director of Community-Engaged Teaching and Learning. Upon return to campus, this group became a committee charged by the Provost with the specific purpose of

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assessing high-impact practices, including community-engaged teaching and learning, particularly in terms of participation and equity. Chaired by the Assistant Provost, the committee met regularly through 2017-2018 and created a dashboard template that each of the directors overseeing HIPs is expected to use to create an annual report. This work also led to the development of institutional goals with regards to HIPs.

The data from these assessment mechanisms is also being used to measure and assess success with regard to institutional learning outcomes and the goals outlined in the strategic plan along with setting goals for areas where we would like to see improvement over the next few years.

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

Yes

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

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

In spring 2016, Juniata joined Stanford's working group for the development of their Pathways to Public Service and Civic Engagement Diagnostic Tool, which can be used as both an assessment mechanism and a teaching tool. Working with an Assistant Dean, a two-week module using the tool was created for students in the College Writing Seminar "lab" required for first-year and transfer students. This module encourages first-year students to better understand their own relationship to community engagement and establishes a baseline for understanding students' experiences and predispositions towards civic and community engagement. First-year students are encouraged to discuss their results with advisors as they select classes and seek opportunities to engage with the community through campus clubs and events.

Students write a reflection and complete a survey as part of this module. These reflections are analyzed using qualitative content analysis techniques. For purposes of institutional comparison and the ability to see change over time with regard to what students report are their levels of experience with each pathway, sophomores, juniors and seniors have also been invited to complete the survey on a voluntary basis. Additionally, we have aligned institutional language with the Stanford framework in order to differentiate between types of engagement and to be clearer with students about the range and types of community-engagement opportunities they have available to them.

In addition to using the Stanford pathways, 15 faculty/staff and student members of the Community-Engaged Teaching and Learning Committee have worked since at least 2015, alongside the High-Impact Practices committee, to mentor, educate, and advocate for community-engaged teaching and scholarship across campus. In the spring of 2016, this group participated in a strategic planning process by bringing an outside consultant to campus to evaluate our current practices and identify priorities for improving our institutional approach to community-engaged teaching and learning. Using this knowledge, the group was instrumental in the writing and passing the Community-Engaged Learning (CEL) course definition and in establishing the criteria used by the Curriculum Committee in the evaluation of course proposals. The group also actively advocated for both the inclusion of citizenship as an aspect of our institutional learning outcomes and a local engagement requirement in the new general education curriculum.

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This group has met with those departments that have no CEL-designated courses with the goal of developing a CEL course in every department. Additionally, members of the group have applied for SoTL mini-grants to fund projects related to assessing their own CEL pedagogy and have presented on that work to the campus community and at conferences.

Furthermore, we have administered the Interfaith Diversity Experiences and Attitudes Longitudinal Survey, the Well-being Assessment, and the HERI Diverse Learning Environment survey. All ask about community service and civic engagement and better help us understand student attitudes and experiences with community and civic engagement, particularly as it relates to diversity and well-being. These findings allow us to better understand our students' experiences and perceptions compared to other schools and to create benchmarks for future goals and initiatives.

G. Faculty and Staff

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

Yes

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

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

Multiple professional development funding options exist for faculty of every rank to support their engagement with the community. Those funding lines include grants or funding available through the Lakso Center for the Scholarship of Teaching and Learning (SoTL), Professional Development Committee, and departmental budget lines. The SoTL center offers summer research grants, pedagogy-improvement mini-grants, and support for pedagogic workshops and conferences. The Professional Development Committee will fund both participation (up to 100%) and attendance (up to 75%) at conferences and scholarship or curricular projects up to $2000. In addition, non-tenure-track faculty who serve as directors of community-engagement programs are able to use money for professional development from their budget lines and/or, if grant funded, from grants and can also submit special requests for funds from the provost or the affiliated department. Department chairs often have some discretionary professional development funds available to help offset the costs for full-time and adjunct faculty, depending on the needs of the department.

In spring 2018, a Mellon Grant was secured to support professional development related to our new general education curriculum, which now includes a "local engagement" requirement for every student. Some Mellon Grant funds have been specifically allotted for professional development and capacity building with regard to community-engaged teaching and learning.

Planning for the August 2018 Faculty Conference entitled "Inspiring Citizenship Through Inclusivity, Intentionality, and Interdisciplinarity" began in the spring of 2018. Attendance at the conference is mandatory

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for faculty. It was decided to use Mellon funds to bring Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives at AAC&U to be the keynote speaker and also lead a workshop session during the conference. Her keynote speech was titled "College Learning for a Diverse Democracy: I Have to Do That Too?"

Also in spring 2018, a team of three people representing academic affairs, student affairs, and marketing was sent to the national Campus Compact conference in Indianapolis. The three people who participated in this conference each has some aspect of their position that requires them to engage with the community. Funding was provided from three different budget streams (academic affairs, student affairs, and marketing) to support their participation in this conference.

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

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

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

All of the following apply to all the classes of employees listed above.
Human Resources support and services: Human Resources covers the cost of and provides help with and support for the process of obtaining necessary clearances for students who engage directly with children under age 18.
Transportation services: The college purchases, maintains, and covers the gas for a small fleet of vehicles that can be rented by departments for any off-campus travel needs, including community engagement. They also maintain a list of individuals who are certified to drive those vehicles or Enterprise rental cars (used when all the fleet vehicles are in use by others).

Staffing services: Juniata supports student work-study positions called Juniata Associates, "senior students who act in supervisory roles within departments in which they have been employed for at least two years or skilled roles in which they have had significant academic and/or experiential preparation." These students are paid by

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the college more than the minimum wage that all other student workers earn. Some of these positions are with Community-Engaged Learning courses or programs.

Technology support services: Juniata supplies laptops for all faculty and staff and for community-engaged programs on campus. In addition, they are responsible for the maintenance and replacement of these devices. In addition, our community-engagement courses make frequent use of other college-supplied office technology, like copy-print machines. The college also has a position dedicated to overseeing the copy-print procedures; this employee can supply statistics on copy-print use by program line, which is very important for grant reporting connected to community engagement.

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

No

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

The practices pertaining to searching for expertise in and commitment to community engagement that apply depend on the nature of the specific position and whether engagement with the community is outlined as a specific requirement in the position description. In the case where this type of work is expected, we have specifically recruited candidates with that expertise and commitment.

While we do not generally have concrete policies in place for hiring faculty or staff with expertise in community engagement, since 2014 we have required that a Steward of Diversity be part of every hiring committee. Stewards are Juniata faculty, staff, and administrators who have undergone training in diversity employment and assist members of the committee in their search, selection, and retention of qualified candidates, especially those from underrepresented populations who are often engaged in nontraditional and emerging forms of teaching and scholarship. Stewards aim to eliminate any form of bias from job postings and interview questions as well as to suggest new ways to connect with a broader range of candidates. Their work includes "advocating for and expanding the evaluation of candidates to include a broader range of relevant qualifications," such as experience in and commitment to community engagement. There are over 40 Stewards at Juniata who have been trained through this initiative. The Stewards program has evolved from the initial, unexpected efforts to raise awareness and break through our diversity barriers and has become a mainstream, ordinary part of what we do. Faculty and staff volunteers from various areas of the College fill this leadership role.

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

No

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

"Academic scholarly work that uses community-engaged approaches and methods" refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of staff roles. Characteristics of community engagement include collaborative, reciprocal partnerships and public purposes. Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field. Universities often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community-engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship. In response to this question, if appropriate, describe the context for these policies; e.g., that the university went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement. .

When being considered for promotion and tenure, Juniata faculty are evaluated in four major areas: teaching, advising, professional development, and service, with teaching being weighted most heavily. While community-engaged approaches to teaching and scholarly work are not specifically named in the faculty handbook, the policies do indicate that there should be a strong relationship between the areas of teaching and professional development/scholarly work, which is defined as "the growth in competence as a teacher which follows from a lively pursuit of scholarly interests." As a matter of demonstrating excellence in teaching, the faculty handbook specifically encourages the inclusion of experiential learning activities in the tenure and promotion packet. The professional development section lists examples of activities that could be considered professional development/scholarly work and includes "research on the scholarship of teaching and learning [SoTL]" as one possibility. SoTL work can and has included projects related to community-engaged teaching practices at Juniata. Furthermore, funding for professional development in community-engaged learning is made available to faculty and, if included in the materials for tenure and promotion review, will be considered by the Personnel Evaluation Committee in making recommendations to the Provost.

To demonstrate that our institutional policies currently reward faculty whose scholarly work is publicly engaged, we include the following examples:

Polly Walker, PhD, director of the Baker Institute for Peace and Conflict Studies and Elizabeth Baker Evans Professor of Peace and Conflict Studies received promotion to associate, having published "Indigenous Ceremonial Peacemaking: The Restoration of Balance and Harmony" in Promoting Peace through Practice, Academia & the Arts. She was invited to give a talk about "Performance and Peacebuilding" at the Nobel Peace Prize Forum in Minneapolis, Minn., in September 2017. She was also an invited presenter at the Stockholm Forum on peace and development, in May 2017, where she presented "How Do the Arts Contribute to Sustainable Peace?" Lastly, Walker was elected to be the liaison between the Peace and Justice Studies Association and the International Peace Research Association and was appointed as co-chair of the Indigenous Rights Commission of the International Peace Research Association.

Uma Ramakrishnan, PhD, professor of Environmental Science and Studies, received promotion to full professor on the basis of her integration of research with the following projects: Leaf Morphology of the American Chestnut, done in collaboration with the American Chestnut Foundation; Monitoring Movement of Brown Trout in the Little Juniata River, done in collaboration with the Little Juniata River Association; and Surface Water Assessment in the Juniata River Basin, done in collaboration with the Pennsylvania Department of

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Environmental Protection.

For non-tenure track faculty, a subsequent three-year appointment will be offered "to those outstanding individuals who meet the following criteria in an exemplary way: teaching performance, advising skill, value to the institution, service to the College, intellectual potential, scholarly achievement, including possession of a terminal degree, and service to the larger community."

As detailed further in section II.G.9 below, the Provost is expected to ask faculty to consider including community engagement specifically in the promotion and tenure policies.

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

Yes

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

Teaching is the most heavily weighted criterion in the tenure and promotion evaluation process at Juniata. Faculty are encouraged and rewarded for the use of pedagogical strategies that are aligned with their personal philosophy and are experiential in nature. The criteria for evaluation of teaching in the faculty handbook state that excellent teachers "develop instructional materials and provide experiences that stimulate and support learning, create classroom environments and interact with students in ways that are conducive to learning, and employ effective pedagogical strategies that reflect their philosophy of education and increase the likelihood of student learning." One of the criteria for evaluating teaching is in the area of "Course Delivery and Management" for which a professor must demonstrate "use of effective pedagogical strategies and methods to promote active engagement and enhance student learning."

The handbook also encourages candidates to "include such activities as serving as mentor to students doing research and supervising internships and other forms of experiential learning." This language, while ambiguous, has made it possible for faculty to successfully justify their use of community-engaged teaching practices as a pedagogical choice consistent with their personal philosophy that effectively creates a classroom environment that stimulates and supports learning. Non-tenure-track faculty and part-time faculty are held to the same standards of teaching.

When the intended review and revision of the promotion and tenure policies at Juniata take place in the future, we expect that, because of our new general education curriculum, that community engagement will take its place explicitly in the policies.

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

Yes

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

At Juniata, research and creative activity are considered as part of the Professional Development area of evaluation, which is defined broadly. The handbook states that one of the primary duties of a Juniata College faculty member is professional development: "the growth in competence as a teacher which follows from a continuing and lively pursuit of scholarly interests." The handbook continues, "Normally, evidence of professional development is provided by scholarly or creative activity that is recognized by professional colleagues outside the institution. Professional development enhances and acknowledges the expertise of the faculty member, enriches the classroom, and increases the visibility of Juniata College. Faculty members should involve Juniata students in their professional activities, either directly (by engaging with students in scholarship) or indirectly (by providing students opportunities to witness the practice of scholarly endeavors) and should act as professional role models for their students."

The list of professional development examples provided in the handbook does not name publicly engaged scholarship specifically but does indicate that the list provided is not exhaustive of the possibilities for what can be considered professional development; the handbook states, "professional development includes, but is not limited to, the following activities." Candidates are also invited to "include activities other than those listed above as professional development." When a candidate presents activities that are not listed, "the candidate should document how the activity constitutes professional development comparable to those enumerated ... and explain how the quality of the activity and its results were assessed. Department chair and colleague evaluations should specifically discuss these activities as well." This language allows a promotion and tenure candidate to include and justify community-engaged research or creative activity as meeting the criteria for evaluation.

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

Yes

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

Service is one of the four criteria on which tenure-track faculty are evaluated. The faculty handbook outlines "three types of service: service to the College, service to one's profession, and service to the community." In the handbook, service is defined as "activities [that] use a professor's knowledge, interests, and skills to benefit the College, professional organizations, and the community." Because "[a] faculty member's Community Service may enhance the quality of the education Juniata provides," it is specifically referenced in the handbook as a criterion to be evaluated in the promotion and tenure process. One possible benefit of community service is that it may provide faculty "additional experience or training that enhances his/her effectiveness as a teacher or advisor."

It is important to note that "Statements from leaders of community groups" are listed explicitly in the faculty handbook as acceptable and encouraged forms of documentation for the evaluation of service, giving community partners voice in the evaluation process.

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

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and part time faculty in reappointment or promotion considerations?

No

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

This question is not applicable to our institution, as we do not have colleges or schools as part of the institution, nor do departments have their own policies for promotion and tenure. At Juniata, all promotion policies and decisions are made by the Provost. In so doing, she considers seriously the recommendations of the Personnel Evaluation Committee, which is made up of elected senior faculty who evaluate the packets of all candidates, regardless of department, who are up for promotion and/or tenure. Administrative reviews for all non-tenure track faculty are handled by the Provost.

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

 -- empty or did not respond --

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

 -- empty or did not respond --

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

Yes

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

Juniata has embraced the foundational values and created the support structures necessary for this work. On this basis, the Personnel Evaluation Committee has recently created a taskforce to reevaluate our institutional guidelines for promotion and tenure as well as the process by which those criteria are evaluated. They are also tasked with ensuring that promotion and tenure policies align with our new general education curriculum, which requires local, place-based, reciprocal community engagement by students. Revised policies will also be

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expected to reflect our commitment to diversity, including that we value and reward emerging forms of scholarship and innovative pedagogies like community-engaged teaching and research. To date, no formal policy recommendations or changes have yet been brought to the Personnel Evaluation Committee or faculty for debate or vote.

In March 2017 using a PA Campus Compact mini-grant, Juniata partnered with St. Francis University to host a conference at Juniata entitled "Inspiring Citizenship through Community-Engaged Teaching and Learning," which laid the groundwork for this conversation. Tim Eatman, PhD, was our keynote speaker, presenting specifically on the issue of promotion and tenure policies in relation to publicly engaged scholarship and teaching. While on campus, he also met with the Provost to discuss this topic. The Provost is convinced that changing our policies on promotion and tenure to be more explicit about rewarding community-engaged teaching and scholarship should happen, but she notes that these changes need to wait until after the new curriculum has been implemented.

An aspect of our work to further support faculty who embrace community-engaged scholarship and pedagogies has been our public commitment to diversity, which is reflected in the implementation of the Stewards of Diversity program and stated publicly on our website. Additionally, in spring 2018, Juniata hired a new Dean of Equity, Diversity and Inclusion (EDI), who reports to both the Provost and the Vice President for Student Life/Dean of Students. This dean is responsible for strategically shaping, operationalizing, and integrating programs and services that support and enhance the College environment, particularly in support of those who have been historically marginalized or underrepresented. Importantly, though, the influence of the Dean of EDI extends beyond the primary spheres of curricular and co-curricular life to all aspects of the institution, including enrollment, advancement and marketing, and business and operations. This work includes guiding and affirming equity practices in Human Resources and evaluating our institutional policies in order to recommend changes to state more explicitly that we value and reward emerging forms of scholarship and innovative pedagogies like community engagement.

Finally, in fall 2018, the Director of Community-Engaged Teaching and Learning and another faculty member attended the Summit on Transforming the Culture of Faculty Service and Engagement hosted by Lehigh University; upon their return, they shared their findings and recommendations with the Provost and Assistant Provost.

G.9.1.1

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

III. Categories of Community Engagement

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A. Curricular Engagement

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

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

A.1 Teaching and Learning

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

Yes

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

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

All forms and models of community-engaged teaching and learning are expected to meet the standards of quality as articulated in the Community-Engaged Learning (CEL) Course Guidelines approved by the Curriculum Committee in 2017, quoted below:

While all community-engaged learning is generally considered experiential, not all experiential service or volunteering is considered to be service-learning or community-engaged learning. CEL is thus recognized as both a pedagogy and a high-impact, experiential learning practice.

Because Community-Engaged Learning is an academically rigorous educational experience for students, at Juniata College, the curriculum committee will use clear criteria to assess whether or not a particular course fits with the definition and best practices outlined below by the CEL committee. A course at Juniata that follows a traditional service-learning model or any other community-engaged learning model may receive the CEL (Community-Engaged Learning)
designation when the following criteria are demonstrated in the syllabus/course proposal:
-The syllabus makes clear how community-engagement is tied to the content and learning objectives of the course.
-Students engage in a reciprocal partnership with a community partner as part of the course and expectations for student engagement with community partners are clearly outlined in the syllabus.
-The process for preparing students to engage with the community partner and to work in the community is part of the course.
-The processes for evaluating and grading student's participation is clearly articulated in the syllabus (note: best

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practice in community-engaged teaching and learning is to grade the learning, not the quantity of service). -Ongoing, systematic reflection and feedback, individual and/or group, is an element of course work and is used as a measure of student learning. Instructions on, and standards for, quality reflection are provided to students.

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

34

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

5

A.1.3 Is community engagement noted on student transcripts?

No

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

Although it is not yet noted on student transcripts, students are able to search for courses with a CEL (community-engaged learning) when planning their schedules, and when a student is considering courses the designation appears alongside the number of credits and time/location of the course.

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

10

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

37

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

19

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

12

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

10

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

6

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

3

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

214

A.1.10 What percentage of students at the institution?

14

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

The director of Community-engaged Teaching and Learning (CETL) searches for courses being offered in a given semester and identifies the courses and names of faculty teaching those courses. Using this information the director of CETL requests all demographic data for every student registered for a community-engaged learning (CEL) course in that semester, including Pell eligibility, first-generation status, status as a student athlete, major, race, and ethnicity. These data are reported to the assistant provost who oversees high-impact practices and is analyzed in comparison to other high-impact practices, such as study abroad, undergraduate research, and internships.

Using the course designation and participation in the Community-Engaged Teaching and Learning Committee to identify faculty working with community partners, the CETL director asks them to indicate who their community partners are for the semester. This helps us identify where we have gaps in participation, from both an equity and a disciplinary or departmental perspective. In fall 2017, we used this information to reach out to departments that are not currently offering CEL courses to discuss their level of interest and willingness to consider adding a CEL course to their course offerings. Several faculty members noted their new interest in CEL or discovered that they are already teaching courses in which they are close to being able to request a CEL designation.

Collecting such data also helps us track other participants: students who are registering for multiple CEL

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courses, which is how we identified participants for our student focus group in spring 2018, and community partners, which helps us in many ways, including determining to whom to send follow-up surveys and ensuring that we are not over-tasking specific partners with multiple requests. Furthermore, having this data collected made it possible to defend the addition of a local engagement requirement in the new general education curriculum.

Student hours spent working with community partners or on community-partner projects through a course were collected using My Volunteer Page in 2017-18 and are being collected now through a Google Doc; the hope is to implement GivePulse in FY 2020. This information allows us to better understand whether there is consistency in the amount of time students spend directly engaged in community-engaged learning across CEL courses.

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

Yes

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

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

Our institutional learning outcomes include several that reflect curricular engagement with community:
Knowledge and Skills
The skills needed to engage effectively with and adapt to a changing world
Critical engagement with and respect for multiple cultural traditions and human diversity
Ethical Behavior
Knowledge of multiple ethical traditions and an informed vision of a just society
The capacity to act ethically with empathy, honesty, and responsibility
Engagement with the Self and the World
Collaborative work in cultural settings from local to global
Engaged citizenship and respectful interactions

Following from these, our new General Education requirements include learning outcomes for community engagement, what we are calling "Local Engagement" although our definition of local is place-based and does not imply that all work will take place in Huntingdon County. The Faculty Handbook includes three learning outcomes for the Local Engagement requirement. Each of these has been explained by the learning community that supports this part of the General Education curriculum as having three related components: knowledge, skills, and values. This learning community has included community partners as well as faculty and staff who are already involved in community-engagement or would like to be.

The learning outcomes are aligned with the three components as follows below:

• work collaboratively in local cultural settings
KNOWLEDGE: Recognize the dynamic nature of knowledge and that knowledge is socially constructed and

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implicated with power.

SKILLS: Demonstrate the ability to work reciprocally within a community by applying knowledge (theories, concepts, facts, and skills) to analyze and evaluate needs or opportunities and to plan, carry out, and reflect on public action.

VALUES: Appreciate that complex and diverse communities and cultures contain rich resources and accumulated wisdom to be respected and valued.

• engage in citizenship through respectful interactions

KNOWLEDGE: Understand and articulate the fundamental principles of democratic engagement utilizing civic imagination and critical thinking in the context of promoting the public good.

SKILLS: Demonstrate a civic imagination and the efficacy to raise questions and ethical issues in and about public life.

VALUES: Develop affective qualities of character, integrity, empathy, sense of social responsibility, and the curiosity to learn about the diversity of groups locally and globally.

• articulate how local engagement fosters individual and collective well-being

KNOWLEDGE: Articulate ways that one's identity is connected to and embedded in relationships, a social location, and a specific historic moment.

SKILLS: Articulate the importance of listening carefully and empathetically, observing attentively and non-judgmentally, cooperating with others, and resolving conflict across differences.

VALUES: Articulate ways that personal values are influenced in the context of promoting the public good.

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

No

A.1.13.1 Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

However, we have conversations and ideas that are in progress, moving toward Yes. In 2017-18, ALL courses were evaluated by students, so all community-engaged courses were evaluated. That information is compiled into reports for each faculty member by course and, for any faculty member who is being considered for promotion and/or tenure, shared with that person's department chair, faculty reviewers, and the Personnel Evaluation Committee. There are plans in place for the Director of CETL to pull course evaluations for courses with a CEL designation in the summer of 2019 so that those student evaluations can be analyzed for evidence of institutional learning outcomes being met. Furthermore, the Director of CETL is now being asked to evaluate candidates who are up for tenure and promotion and teach CETL courses. This gives the director an opportunity to review syllabi and course evaluations, as well as to observe CETL classes as part of the evaluation and writing process.

The Stanford Pathways Diagnostic Tool was implemented in Fall 2016 for use with all first-year students in the college writing seminar lab, as well as with sophomores, juniors and seniors through the campus announcements and Senior Salute. This has allowed us to create baseline data for first-year students, and to compare it against a control group. We are also able to see whether, as a cohort, there is much difference between attitudes and levels of experience with community and civic engagement pathways between first-year students and seniors, indicating whether their time as a student at Juniata has had any influence in these areas. When we collect data

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from seniors in the spring of 2020 we will be able to compare the data of the same cohort from when they were first-year students to when they are seniors.

Also, the new General Education curriculum components all have embedded into the plan the collection of materials for program assessment. For Local Engagement, this includes each student submitting to their electronic portfolio a two-part, common portfolio contribution: 1) Documentation of the local engagement experience, for example, a presentation created; a report generated; a brochure, website, or video developed or revised; a summary of data analyzed; a photo journal; etc. and a description that sets the student's contribution in context, and 2) A final reflection on the local engagement experience and its connections to content from the local-engagement introductory module and the student's other academic study. The learning community has also created a rubric using the outcomes articulated in AAC&U's Civic Learning Spiral for assessing this work according to the designated learning outcomes for the requirement. Portfolio contributions will be systematically assessed by the General Education Committee in consultation with the Director of CETL and the Local Engagement committee.

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

 -- empty or did not respond --

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

Yes

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

However, we have conversations and ideas that are in progress, moving toward Yes. In 2017-18, ALL courses were evaluated by students, so all community-engaged courses were evaluated. That information is compiled into reports for each faculty member by course and, for any faculty member who is being considered for promotion and/or tenure, shared with that person's department chair, faculty reviewers, and the Personnel Evaluation Committee. There are plans in place for the Director of CETL to pull course evaluations for courses with a CEL designation in the summer of 2019 so that those student evaluations can be analyzed for evidence of institutional learning outcomes being met. Furthermore, the Director of CETL is now being asked to evaluate candidates who are up for tenure and promotion and teach CETL courses. This gives the director an opportunity to review syllabi and course evaluations, as well as to observe CETL classes as part of the evaluation and writing process.

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first-year students to when they are seniors.

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

Yes

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

All community-engaged learning (CEL) courses are evaluated by the Juniata students who take them each time they are offered and are then reviewed by instructors and department chairs. Some departments use this information and other assessment measures, such as departmental reviews and accreditation processes, to determine which departmental outcomes related to community-engagement are being reached.

For example, World Languages and Cultures (WLC) outcomes include: "Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world." WLC requires Language in Motion (LiM) as a major requirement in all languages so students can use the target language and culture(s) in K-12 classrooms. LiM regularly tracks student work by collecting presentation materials and by sending evaluation forms with all college presenters to get feedback from the K-12 students who engage with the presenter and from the K-12 teachers as well as the presenters themselves. LiM presenters also complete a time log, presenter exit survey, and reflection paper, which asks, among other questions, for reflection on language use. While noting LiM "is a strength of the department and the College," WLC's external reviewers recommended two LiM impact studies.

The Social Work Program, accredited by the Council on Social Work Education (CSWE), must meet the CSWE's Educational Policy and Accreditation Standards (EPAS) for the Bachelor of Social Work (BSW). During 2017-18, Juniata's Social Work assessment instruments, including the Professional Semester Evaluation Instrument (PSEI) and the Self-Rating Scale (SRS), were revised to align with the nine competencies for social work practice identified in the 2015 EPAS. To assess students' mastery of the nine competencies, 201 practice behaviors (SLOs) have been identified that the students must master to earn the BSW. The Professional Semester Evaluation Instrument (PSEI) includes all 201 practice behaviors (SLOs), which the Social Work Field Instructors use to rate students' mastery of each practice behavior at the completion of the capstone Social Work Professional Semester. All 201 practice behaviors must be assessed for the Social Work Program to meet CSWE Accreditation Standards. Additionally, students must demonstrate mastery of the 201 practice behaviors at the

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benchmark level of three or above at the time of graduation in order for the program to meet the CSWE Accreditation Standards.

The Education Department assesses student teachers on a variety of levels. Charlotte Danielson's Framework for Teaching (2013) is used to promote reflective practice and growth. The student-teaching supervisor (a Juniata faculty member), the cooperating teacher at the school, and the student teacher all gather evidence from the student-teaching experience to complete the evaluation process. Supervisors use the Framework to select areas of growth and meet formally with the student teacher and cooperating teacher at the midpoint and again at the end of the student teaching experience. The outcomes for student teaching also mirror Pennsylvania's evaluation tool for teachers in the field. Student teachers and cooperating teachers both complete additional surveys to assess the quality of the placement and support provided by the College.

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

This is data is used for internal program evaluations, in external reviews, and re-accreditation. See section A.1.15.1 above for details.

A.2. Curriculum

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

Curriculum	Selected	Description
Student Research	Yes	Included are examples of student research projects that involved work with community partners such as the local hospital, local business and nonprofits or that, based on their research topic, are place-based. These posters, listed below, were presented at the Liberal Arts Symposium in spring 2018, then presented by students during a poster session held at the local public library, and, finally, left on display for local residents to see. Furthermore, in summer 2018, the director of Community-engaged Teaching and Learning was invited to give a presentation to summer research students on publicly engaged scholarship as a distinct form of research. Students are also often involved in publicly engaged research or projects being done by faculty related to community engagement.
		Student Research Related to Community Engagement Done in Partnership with Faculty (* denotes student author/presenter):
		*Baremore, A., *Ferlauto, M., *Bierman, K., *Bock, K., *Buckwalter, H., *Spicer, S., and Muth, N. Created database of "Street Trees of Huntingdon, PA" for inaturalist.org.
		*Buckwalter, H., *Carthew, J., *Eklund, E., and Muth, N. Created database of the "Flora and Fauna of the Parks of Ferguson Township" for inaturalist.org.
		Roney, D., *Brumbaugh, S., *Lykens, M., and **Maxwell, C. "Language in Motion: Inspiring Global Citizenship across Central PA." Inspiring Citizenship through Community-engaged

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		Teaching and Learning conference. Huntingdon, PA. March 2017. *Spicer, S., *Buckwalter, H., *Jeffress, K., and Muth, N. Huntingdon Treesearch Projects. Juniata College Liberal Arts Symposium. Huntingdon, PA. Worley, S. and *Goulden, A. "Analysis of Student Reflections on Community-engaged Learning Using Qualitative Analysis Techniques." James J. Lakso Center for the Scholarship of Teaching and Learning Summer Research Grant. Huntingdon, PA. Summer 2017. Liberal Arts Symposium Posters of Student Projects or Research: Bailey, S., Rankin, P. Peng, Y., Kronenwetter, A., and Notestine, J. "Force for Health." Braas, C., Brewer, S., Tovar, A., and Bender, M. "Huntingdon County Visitors Bureau." D'Amico, P. "Iron Isotopes Used to Fingerprint Artifacts from Central Pennsylvania." Davidow, S. and Liu, C. "Juniata College BioBlitz 2017." Davidow, S. and Weiand, A. "Natal Nest Philopatry in Northern Map Turtles (Graptemys geographica) of the Juniata River." Foust, Z., Crandell, T., Smallwood, T., and Pande, T. "Go with GoDEZI: Transforming Company Marketing." Kiely, B. "The Effect of Eurasian Milfoil on Water Chemistry in Raystown Lake." Kinney, J. "Petrographic Analysis of Carbonate Sub-environments of the Hatter and Linden Hall Formations, Huntingdon County, Pennsylvania." Kochel, Z., Coffin, C., and Ridenour, B. "Brown Trout Movement in the Little Juniata River Under Varying Habitat Qualities." Koehle, A. "Hemlock Wooly Adelgid and Headwater Stream Biodiversity: No Evidence for Significant Short-term Impacts of Hemlock Decline in Central Pennsylvania." Le, A. "Effects of Hydraulic Fracturing on Gene Expression of Brook Trout, Salvelinus fontinalis, in Western Pennsylvania Streams." Miller, N., Richey, A., Vigne, M. "Effects of Shrub Nativity on Aboveground Arthropod Abundance in Huntingdon, Pennsylvania." Ribaudo, P., Bein, C., Frank, L., and Lebrun, A. "I4I - Huntingdon County Visitors Bureau: Route 26." Ulrich, M., and Bowersox, C. "Evidence for Early Terrestrial Plants in Silurian Rocks of Central Pennsylvania."
Student Leadership	No	
Internships, Co-ops, Career exploration	Yes	While all internships, including non-credit bearing internships, are expected to incorporate opportunities for reflection and feedback from community partners, not all internships are considered community-engaged learning (CEL). One CEL internship is offered through a partnership with the Shepherd Higher Education Consortium on Poverty (SHECP). Juniata

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		joined the consortium in 2015. The SHECP encourages the study of poverty as a complex social problem by expanding and improving educational opportunities for college students in a wide range of disciplines and career trajectories. Through its programs, SHECP and its member institutions prepare students for a lifetime of professional and civic efforts to diminish poverty and enhance human capability while also supporting connections among students, faculty, staff, and alumni engaged in the study of poverty. To understand the impact of poverty, SHECP provides opportunities for undergraduates to immerse themselves in authentic internships in a variety of disciplines, including community and individual services, education and youth outreach, healthcare and wellness, and legal and business/management. They also gain valuable insight into the intersectionality of race, gender, disability, and refugee or immigrant status during these internship experiences. Students learn in a community of other students while being supported by the expertise and experience of mentors. These internships are coordinated by consortium members for other consortium members so that students experience communities that are different from Huntingdon. Importantly, a number of first-generation undergraduates have been able to participate in these internships with college support. This is pivotal to our mission and reflects our commitment to first-generation students who may not otherwise have been able to complete an unpaid internship because of financial concerns. In 2017-2018, Juniata students completed summer internships through the Shepherd Consortium at the following locations: Church World Service: Greensboro Immigration and Refugee Program, Greensboro, NC; Chatham Savannah Authority for the Homeless: Tiny House Program, Savannah, GA; Cabbage Patch Settlement House, Louisville, KY; Covenant House, Charleston, WV; Cooper's Ferry Partnership, Camden, NJ.
Study Abroad	Yes	Juniata offers two types of study abroad programs for students: short-term study abroad courses and traditional semester- or year-long options. In some of these, community engagement is fully integrated. For example, it is an integral part of Henry Thurston-Griswold's Spanish and Service Learning in Guatemala (IC 229 /IC 230) courses; in these courses, students develop their own service-learning projects in consultation with a local organization aligned with their area of academic study and then carry them out along with getting Spanish language instruction. Our students also study at the Pachasayna program in Ecuador, which "offer[s] Fair Trade Study Abroad and the simultaneous, equitable education of local counterparts, meaning students work and study on a daily basis with community members. Facilitated by leading scholars and teaching artists, we combine challenging academics, Arts for Conflict Transformation methodology, participatory action research and engaged learning/scholarship." Additionally, students participating in internships sponsored by the Institute of Field Education in Europe often work with community partners. For example, a student last year interned in the French national general practitioner sentinel network, the Réseau Sentinelles, which is regulated by the Pierre Louis Institute of Epidemiology and Public Health (IPLESP) and works in collaboration with the French Institute for Public Health (SantéPublique France). In this internship, he managed a project called Sentiworld, an online platform on which 49 epidemiological networks in 34 different countries shared surveillance methodology for epidemics.
Alternative Break tied to a course	Yes	The Cultural Learning Tour (ND 203) is a one-credit course coordinated by the Office of Equity, Diversity, and Inclusion and the Community Engagement Office. This is an annual experience abroad in the Dominican Republic that allows students to be exposed to, explore, and engage in direct and indirect community development while being immersed in a new culture. Students become aware of social, cultural, political, and/or environmental

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		issues through various service and educational experiences and develop a foundation of knowledge about the importance of civic and community engagement. Leading up to the trip, students participate in workshops once a week for six weeks to discuss culture (food, dance, and language), privilege, and the historical context of the area where the students will be. While in the Dominican Republic, students live with host families and engage with Centro Guanin, a foundation and school in La Piedra. Students also participated in critical guided reflection during and after the trip. Amigos de Guanin, a Juniata College Registered Student Organization, supports the Centro Guanin Foundation by raising awareness and holding fundraisers to support the purchase of materials for projects completed during the Cultural Learning Tour.

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

Curriculum	Selected	Description
Graduate Studies	No	
Core Courses	No	
Capstone (Senior-level project)	No	
First-Year Sequence	Yes	A two-week module built around the Stanford Pathways tool has been implemented in CWS Lab every fall since 2016. That module includes group discussion and individual reflection with the goal of encouraging first-year students to better understand how their personal values align with certain pathways and to seek out community-engagement opportunities that align with their interests and strengths while at Juniata. It also includes a presentation that outlines where those pathways can be found at Juniata and the well documented benefits to students who participate in community and civic engagement activities. Additionally, in spring 2017, the faculty voted in a new general education curriculum with a local engagement requirement for all students. The second semester of the First-Year Foundations course will include a substantial module providing training and preparation for that experience, including taking and discussing the Stanford Pathways inventory and results; understanding community and what high-quality, place-based engagement means; strategies for building reciprocity; ethical considerations; and other related topics.
General Education	Yes	Our 2017-18 general education requirements did not include community engagement, but, in spring 2018, the faculty voted in a new general education curriculum which includes a local engagement requirement for all students, as explained in earlier sections.
In the Majors	No	
In the Minors	No	

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B. Co-Curricular Engagement

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

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

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

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	Global Entrepreneurship Week is a collection of events, activities, and competitions each November that inspire students to explore their potential as an entrepreneur while fostering connections and increasing collaboration within their ecosystems. For the 2017 Global Entrepreneurship Week, students Skyped in Jenny Amaraneni, Founder of Solo Eyewear, to discuss how she turned a startup idea from her MBA class into a social venture to help restore vision to thousands of individuals in impoverished countries. Students discovered why social ventures need to go beyond corporate social responsibility or charitable giving and create innovative companies that work toward solving social problems. Students also have the opportunity to interact with alumni such as Demetri Patitsas '10, who started several social ventures, including Exela Ventures, a social enterprise that organizes and leads educational programs and expeditions to Guatemala in order to enrich the lives of the less fortunate and of our participants. Faculty from various disciplines, including Business and Communication, require that students participate in these events and submit written reflections on their experiences that make connections to course concepts and ideas.
Community service projects - outside of the campus	Yes	Power Up Gambia: Power Up Gambia's mission is to donate a solar panel suitcase to the hospital in The Gambia, West Africa, where we have a vibrant partnership through short-term study abroad courses. They host several fundraisers throughout the year to raise funds.
Community service projects - within the campus	Yes	
Alternative break - domestic	Yes	Each year there are at least two alternative break trips.The trips planned by Community Engagement and/or Campus Ministry meet these criteria. In some years, each of these offices sponsor separate trips, depending on the interest of students and the focus of each office for that year. Last year, the trip sponsored by the Community Engagement Office went to Corpus Christi to assist with the clean-up following Hurricane Harvey. Group

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		reflection is built into the program for these trips by the trip leaders.
Alternative break - international	No	
Student leadership	Yes	We have developed and initiated a leadership program that includes community engagement with mentoring and reflection. This is more fully described in section III.B.3 below.
Student internships	Yes	Students are able to do non-credit-bearing internships for transcript notation. To earn the notation, the internship must consist of pre-professional, academically valid, practical work responsibilities and may not consist solely of clerical or menial labor. Additionally, the on-site supervisor agrees to complete and return a written evaluation of the intern at the end of the internship. The intern will make a reflective oral presentation about the internship experience and its academic validity upon return to the campus in the fall.
Work-study placements	No	
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	Greg Anderson is an alumnus who owns a local coffee shop, Standing Stone Coffee Company. Community development is a core principle and practice of their social responsibility philosophy. Greg actively mentors student entrepreneurs and regularly presents in classes, leading discussions with students.
Living-learning communities/residence hall/floor	No	
Student teaching assistants	No	
Athletics	No	
Greek Life	No	
Other (please specify)	No	

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

Yes

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

Last year, students used MyVolunteer page to log their community engagement hours. The office of Community Engagement tracks the hours that students report so that students who report 120+ hours during their time at Juniata can earn the co-curricular transcript notation "Community Engagement Honor." In 2018, four seniors received this honor. We are in the process of incorporating this 120 hours of community engagement more

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intentionally as a component of a leadership program that will also result in a co-curricular transcript notation.

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

Yes

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

The Office of Student Engagement & Campus Activities (SECA) oversees all Registered Student Organizations, including student organizations that volunteer with and support local nonprofits such as the Humane Society and our local Habitat for Humanity chapter. Students are able to join these organizations as first-year students, and there are opportunities to move up into leadership roles, such as president and treasurer, through trainings for leadership positions.

SECA is also responsible for coordinating the recently developed Leadership Juniata College (JC) Program. Leadership JC, which was designed in 2017-2018 by a committee that involved faculty, staff, and students, was launched in fall 2018 and has been designed with a community-engagement requirement as a central component. Students are encouraged to enroll in the Leadership JC program beginning in the spring semester of their first year. While in the Leadership JC Program, students complete a one-credit leadership theory course, complete 120 hours of community engagement and/or advocacy, complete a written reflection on their leadership experiences by making connections between leadership and community-engagement, identify and meet with a leadership mentor on three occasions, and present on a topic of leadership expertise. The program is designed to follow appropriate developmental pathways that prepare them for their senior cohort experience and the final reflective presentation.

Sophomore Cohort: One-night Sophomore Leadership Retreat
Junior Cohort: Community-engagement Experience
Senior Cohort: A Day in Washington, DC: A Day of Activism and Civic Engagement

Leadership JC is a comprehensive leadership program that provides students with pathways to increasingly complex forms of community engagement.

C. Professional Activity and Scholarship

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

Yes

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

The purpose of this question is to determine the level to which staff are involved in professional activities that contribute to

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

PRESENTATIONS AND CONSULTING:
Althouse, J. Campus Safety Roundtable and Sexual Assault Working Group. May 2018.

Althouse, J., Damschroder, M., and Cook-Huffman, D. Campus Prevention Network Summit, Served on the EVERFI Customer Advising Board. New Orleans, Louisiana. May 2018.

Althouse, J. "Everyone Deserves Respect: A Daylong Workshop Dealing with Serving in the Court with Bias-free Behavior." Blair County, PA. August 2018.

Althouse, J. "Lessons Learned from The DOJ OVW Grant Process." Department of Justice Technical Training Institute. Fort Worth, Texas. June 2018.

Siglin, A. Implementing a Patient Advocacy Program in a Rural Area. Presentation, Juniata Public Health Symposium. Huntingdon, PA. November 2017.

Stuber, T. Professional Development Training to CareerLink State and Local Internship Program. Ran a training for 18 interns who were placed with Huntingdon County employers. Huntingdon, PA. July 2018.

GRANTS:
Blake, K. Art Bridges Project Grant for $7,000 to provide programming support for the exhibition of Gilbert Stuart's William Smith in celebration of Huntingdon's 250th anniversary. Huntingdon, PA. July 2017.
Siglin, A. Innovative Educational Initiatives grant recipient for development and implementation of ND 300 Healthcare Navigator Practicum. 2016-2018.

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

Yes

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

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

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*Student coauthor
**Community-partner coauthor
AWARDS:
Burns, J. Governor's Award for Excellence. May 2018.

Thurston-Griswold, H. Global Engagement Initiative Award. American Council on the Teaching of Foreign Languages. Nashville, TN. November 2018.

PRESENTATIONS AND PUBLICATIONS:
Benz, J., Frazier-Yoder, A., and Roney, D. "Attracting Students to College-level Language Study: Juniata's Community-engaged Collaborations." Pennsylvania Council for International Education and Pennsylvania State Modern Language Association Joint Conference. Harrisburg-Hershey, PA. October 2017.

Benz, J. and Roney, D. "German across the Liberal Arts Curriculum." American Council on the Teaching of Foreign Languages Conference. Nashville, TN. November 2017.

Biddle, K. and Adams, K.D. Rural Outreach and Reading: Pre-Service Teachers and Struggling Readers. Learning Disabilities Association of America 54th Annual International Conference, Baltimore, MD. February 2017.

Gibboney, R. This Will Not Be On the Test. Exhibition. The Art Space, Huntingdon, PA. November 2018.

Herrera, C. "Touring the Hispanic Americas." Performance and workshop. The Young Scholars Charter School. State College, PA. Grant: The PA Council on the Arts

Nagengast, E. "An Assessment of Learning Outcomes in Short-Term Study Abroad and Human Rights Education." International Research and Review (vol. 7, no 1). Fall 2017.

Roney, D. "Language in Motion: Inspiring Global Citizenship Across Central PA." Inspiring Citizenship through Community-engaged Teaching and Learning conference. Huntingdon, PA. March 2017.

Roney, D., *Brumbaugh, S., *Lykens, M., and **Maxwell, C. "Language in Motion: Inspiring Global Citizenship across Central PA." Inspiring Citizenship through Community-engaged Teaching and Learning conference. Huntingdon, PA. March 2017.

*Spicer, S., *Buckwalter, H., *Jeffress, K., and Muth, N. 2017. Huntingdon Treesearch Projects. Juniata College Liberal Arts Symposium. Huntingdon, PA. muthlab.weebly.com/Huntingdon-Urban-Forest-poster.html

Williams, U. "Focus on Flint: Considering the Implications of Water Chemistry Gone Wrong." Session: "Integrating Civic Engagement into Chemistry Courses." Biennial Conference on Chemistry Education. July 2018.

GRANTS:
Biddle, K. Persbacker Grant. Enhance K-12 reading education program. June 2017.

*Jeffress, K., **Savory, J., **Bowe, W., Muth, N., and Powell, M. Huntingdon Shade Tree Commission TreeVitalize Tree Planting Grant. 2017.

Poole, T. and Wescott, K. "Civic Learning and Democratic Engagement in the Juniata College Psychology POE." AAC&U Mini-Grant. April 2018.

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Worley, S. PA Campus Compact Mini-Grant. Coordinator and host. Inspiring Citizenship through Community-engaged Teaching and Learning conference. Juniata College and St. Francis University. Huntingdon, PA. March 2017.

Worley, S. and *Goulden, A. SoTL Summer Research Grant: Analyze student reflections on community-engaged learning using qualitative analysis techniques. James J. Lakso Center for the Scholarship of Teaching and Learning. Juniata College. Huntingdon, PA. Summer 2017.

DATABASES:
*Baremore, A., *Ferlauto, M., *Bierman, K., *Bock, K., *Buckwalter, H., *Spicer, S., and Muth, N. 2018. Created database of "Street Trees of Huntingdon, PA" for inaturalist.org.

*Buckwalter, H., *Carthew, J., *Eklund, E., and Muth, N. 2018. Created database of the "Flora and Fauna of the Parks of Ferguson Township" for inaturalist.org.

*Buckwalter, H., *Spicer, S., **Bowe, W., and Muth, N. 2018. Created database of the "Big Trees of Huntingdon County, PA" for inaturalist.org.

OTHER:
Herrera, C. The Flutopia Initiative: Flutists Inspiring Musicians to Change the World, One Concert at a Time. Incorporated non-profit. 2012.

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

Yes

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

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

*Indicates student coauthor
Biddle, K. Improving Pre-Service Teacher Training to Support Literacy Instruction for At-Risk Readers. Pennsylvania Association of Colleges and Teacher Educators Teacher Education Assembly. Harrisburg, PA. October 2015.

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Cook-Huffman, C.W. (Clay and Kathryn H. Burkholder Professor of Conflict Resolution) and Snyder, A. "Women, Leadership, and Building Peace." Chapter in Peace Leadership: The Quest for Connectedness. 2017.

DeHaas, S. J. "Me, myself, and I: Undergraduate Perceptions of Self-reflection in Learning." Annual Lilly Conference on College and University Teaching-Washington, DC. June 2017.

Gibboney, R. "A Civically Engaged Curriculum in a Fast-Paced Digital World." Inspiring Citizenship through Community-engaged Teaching and Learning conference, Juniata College. Huntingdon, PA. March 2017.

Gibboney, R. "Civically Driven Design Curriculum Grounded in Sustainable Community Partnerships." AIGA Design Educators Conference, Stamps School of Art and Design, University of Michigan. September 2018.

Gibboney, R. "Creating Sustainable Community Partnerships in Design Academia." American Institute of Graphic Arts, Design Educators online DE Catalog. April 2019.

Gordon, J. (Reference and instructional librarian) "The Brethren Central Service Committee: Non-combatant or Conscientious Objector?" Symposium: Remembering Muted Voices: Conscience, Dissent Resistance, and Civil Liberties in World War I Through Today. National World War I Museum and Memorial. Kansas City, Mo. October 2017.

Roney, D. Language in Motion National Consortium Meeting. Huntingdon, PA. October 2017.

Roney, D. "Language in Motion: Flexible Civic Engagement Model in the Languages."Pacific Ancient and Modern Languages Association Conference. Pasadena, CA. 11-13 November 2016.

Roney, D. "Global Learning through Service Learning: A Flexible, High-Impact, K-16 Model." American Association of Colleges & Universities Conference: Global Learning and the College Curriculum: Nurturing Student Efficacy in a Global World. Denver, CO. 6-8 October 2016.

Walker, P. "Indigenous Ceremonial Peacemaking: The Restoration of Balance and Harmony." Promoting Peace through Practice, Academia, and the Arts.

Walker, P. "How Do the Arts Contribute to Sustainable Peace?" Invited presenter. Stockholm Forum on Peace and Development. May 2017.

Walker, P. "Performance and Peacebuilding." Nobel Peace Prize Forum. Minneapolis, Minn. September 2017.

Welliver, D. "Transgressing Boundaries to Engage in Communities: Teaching and Learning in a Pennsylvania Prison and in a West African Village. " Inspiring Citizenship through Community-engaged Teaching and Learning conference. Huntingdon, PA. March 2017.

Worley, S. "Exploring Our Civic Callings: Experiential Learning in Communication." Pre-Conference session invited panelist. National Communication Association. Philadelphia, PA. November 2016.

Worley, S. "Understanding Community-Engaged Learning through Students' Reflective Writing: A Case Study in Teaching 'Small Group Communication." Building Bridges on Local Soil: Locality and Community-Engaged Research and Pedagogy panel. Eastern Communication Association conference. Pittsburgh, PA. April 2018.

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Worley, S. "Understanding Student Perceptions of and Experiences with Community-Engaged Learning" on the Community Engagement Pedagogies and Programs: Disrupting and Adjusting Student Learning Experiences. Panel. Pennsylvania Communication Association conference. Pittsburgh, PA. September 2017.

Worley, S. and *Goulden, A. "Student Reflections on Community Engagement." Scholarship of Teaching and Learning Lunch. Huntingdon, PA. November 2017.

Yohn, C. "Field Stations at Primarily Undergraduate Institutions." Workshop: Strategies for Engaging Undergraduate Students in Publicly-engaged Research at Field Stations. Organization of Biological Field Stations Annual Meeting. Schoodic Institute. Winter Harbor, ME. September 2018.

D. Community Engagement and other Institutional Initiatives
Please complete all the questions in this section.

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

Yes

D.1.1. Please describe and provide examples:

As explained earlier, our commitment to equity and inclusive excellence was the starting point for assessment of high-impact practices, including community-engaged learning. We want to ensure that those who are likely to benefit most from these high-impact experiences, such as traditionally underrepresented minorities, first-generation, and Pell-eligible students, are encouraged and able to access those opportunities. For that, we have a "Super-Internship Fund" supported through an alumni endowment, which allows students to apply for up to $5,000 to support their ability to participate in internships, including Shepherd Consortium on Poverty Internships, that may be cost-prohibitive for some students. The alignment of community-engagement and diversity goals is also reflected in the implementation of our Stewards of Diversity hiring initiative (explained in section II.G.3), in our decision to nominate and support students for the Newman Civic Fellowship, and in our on-campus programming.

As an aspect of our diversity and inclusion goals, Juniata is committed to creating a campus community that is diverse in its religious representation, supporting students in their spiritual journeys, and creating spaces for interfaith dialogue. A partnership between Campus Ministry and the Office of Equity, Diversity and Inclusion, the "Unity House" promotes a supportive atmosphere for all students to engage with each other and provides space for many student organizations and groups such as Hillel, Umoja (African-American Student Alliance), Muslim Student Association, LatinX, Catholic Council, and Buddhist meditation. In addition, the Unity House helps support programs like "Who's Your Neighbor?", P.E.A.C.E Certificate series, Champions of Diversity fund, Gender-inclusive Housing, the Global Village living-learning community, and Plexus. At Juniata, Plexus is the overarching umbrella for the Plexus Inbound group, the Plexus Registered Student Organization, and the Plexus Fellowship Program. As a whole, Plexus is a physical support network of peer mentors, staff, and faculty with whom our Plexans interact in order to assist with transition to the Juniata community and the development of emotional intelligence and strong leadership skills.

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The Plexus Fellowship is Juniata's structured, peer-to-peer mentoring program run through the Office of Equity, Diversity and Inclusion, which offers support for traditionally underrepresented students. The Fellowship is guided by an intentional goal to motivate and assist students toward achieving academic and social success. One aspect of the fellowship is workshops, led by faculty and staff from various departments, focused on academic readiness, career exploration, civic engagement, finances, leadership development, service-learning and holistic wellness. Similarly, within Campus Ministry programming, there are many options for students of various religious and spiritual backgrounds such as both the Better Together Council, where students, staff, faculty, and community members learn from one another through interfaith and secular conversations while examining the intersection of culture and faith, and Faith Quest, which invites students to visit places of worship in the Huntingdon community offering an opportunity to explore local faith communities.

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

Yes

D.2.1. Please describe and provide examples:

Because all high-impact practices are considered important to student retention and success and there is literature that suggests that layering high-impact practices leads to even higher rates of student success, we have intentionally incorporated high-impact practices, including community-engagement, into the new general education curriculum and set the goal that every student will have at least three high-impact learning experiences before they graduate. The focus on high-impact practices at Juniata is overseen by the assistant provost who is also the director of QUEST (Question-Understand-Explore-Seek-Transform), the office that connects students with academic coaches, career exploration and planning professionals, student accessibility services, tutoring services, academic advisors, and student life professionals.

Moreover, the directors of Community-Engaged Teaching and Learning (CETL), Undergraduate Research and Creative Inquiry, and Career Development as well as the Dean of International Programs and the Assistant Dean of Students who oversees the first-year experience make up the HIPs committee. This group of people has worked closely with each other since 2016. In particular, the director of CETL has worked with the directors of Career Development and Undergraduate Research to ensure that we are identifying the ways in which community-engagement intersects with internships and that we are distinguishing publicly engaged scholarship from other forms of research. The Dean of International Programs has also been working to identify the ways in which community-engagement intersects with short-term and semester- and year-long study abroad programs.

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

No

D.3.1 Please describe and provide examples:

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We do not have any specific guidance for community-engaged research under our IRB, but our general policies and procedures are written to include protection of human subjects in cases of community-engaged research. Faculty and students who work with human subjects for any reason must complete the IRB process for their work if they intend to share it in any public space. Therefore, students who use their community-engaged research projects for Liberal Arts Symposium, for example, are required to complete the IRB process in order to ensure the researchers are adequately trained, the participants are protected, and the procedures are thorough. In addition, the entire Language in Motion student and faculty staff completed the IRB process because they regularly handle evaluation forms from teachers and K-12 students, which are then reviewed as part of Language in Motion's assessment procedures and can then be shared in conference presentations and publications.

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

Yes

D.4.1. Please describe and provide examples:

We do not have any specific guidance for community-engaged research under our IRB, but our general policies and procedures are written to include protection of human subjects in cases of community-engaged research. Faculty and students who work with human subjects for any reason must complete the IRB process for their work if they intend to share it in any public space. Therefore, students who use their community-engaged research projects for Liberal Arts Symposium, for example, are required to complete the IRB process in order to ensure the researchers are adequately trained, the participants are protected, and the procedures are thorough. In addition, the entire Language in Motion student and faculty staff completed the IRB process because they regularly handle evaluation forms from teachers and K-12 students, which are then reviewed as part of Language in Motion's assessment procedures and can then be shared in conference presentations and publications.

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

Yes

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

We participate in receiving voting data from the National Study of Learning, Voting, and Engagement. In 2016, our rates of voting were at 60.2% which was a 16.7% increase from the last election. The Politics Department recruits, trains, and pays a student assistant to run a voter registration drive during InBound, our social, transitional program for first-year students. Each InBound group has a thirty-minute program designed to educate incoming students about voter registration. It includes step-by-step instructions about how to register to vote at their college or hometown address. Students are then given a chance to register to vote using the paper National Voter Registration form, which is accepted by nearly every state. The student assistant then collects these forms, checks them for accuracy and completeness, and submits those forms that have been correctly filled out to the appropriate voter registrar (usually the one in Huntingdon County). For any voter registration applications for which there is an error or omission, the student assistant works with the would-be

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voter to correct the information prior to submitting the form. If attempts to contact the would-be voter fail, the voter registration application is submitted as presented. Graduating seniors are also given the chance to complete a voter registration form at Senior Salute, our senior exit event.

Get-Out-the-Vote strategy is mostly centered around announcements about the election, along with details about how to vote (time, place, etc.). In addition, the Politics department usually arranges a campus-wide speaker or candidate forum in advance of the election. One Juniata Registered Student Organization, AAUW at Juniata, annually offers a table with information on how to apply for absentee ballots for those students who are registered to vote outside of Huntingdon County. Finally, with every election, one or two students are encouraged to help out at the precinct to assist in helping voters, handing out ballots, and counting votes. The student helpers are rewarded with a small stipend for working at the precinct for the full election day.

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

Yes

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

The purpose of the Diversity and Democracy Series is to provide a venue where all members of the Juniata community can discuss how different disciplinary frames relate to contemporary issues such as the US presidential election, the Black Lives Matter movement, immigration, etc. Our goal is for participants to better understand contemporary events through a variety of disciplinary lenses and be better prepared to engage in discourse about contemporary social issues.

Designed to dispel the myth that "people would do fine if they would only go get a job," the Community Action Poverty Simulation has participants assume the role of a low-income family member living on a budget. This experience represents one week in which participants must provide for their families and maintain a home and puts participants in the mindset of families who daily live in poverty: the decisions they have to make and the fears and frustrations they feel.

Bailey Oratorical: For this annual speech competition hosted by the Communication Department, students write argumentative speeches in response to a prompt, which is chosen annually based on current events and issues in the world or on campus. Students from all disciplines are invited to and do participate. Approximately 40 students participate in the preliminary round. About 200-250 students, faculty, staff, and community members attend the finals, and it is also live-streamed, with people tuning in from all over the world.

Free Speech Week and Soapbox Speeches are coordinated every October through a partnership between students in the Communication and Media Club and the Communication department to coincide with national events during that week. This series of campus events raises awareness of the importance of free speech and encourages free expression in many forms, ranging from a pop-up makerspace to Soap Box Speeches.

Genocide Awareness and Action Week was started in 2011 by a student returning from study abroad in Rwanda who wanted to commemorate the 1994 Rwandan genocide as well as other genocides. Open to the public, this interdisciplinary event has continued annually with the support of the Baker Institute for Peace and Conflict

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Studies and has evolved into a week-long series of events that includes free movies, speakers (including genocide survivors), discussions, artistic projects, and interactive activities.

The Beyond Tolerance Series encourages attendees to learn more about inclusive excellence through various speakers and events. One of the main events is "Who's Your Neighbor," which invites audiences to learn about the rich diversity of our community by listening to a panel reflect on how their identities and experiences challenge them to practice inclusive excellence daily and share how those are instrumental to their ability to embrace equity, diversity, and inclusion.

P.E.A.C.E (Participating in Educational Activities that Create Equality) Certificate program, overseen by the Office of Equity, Diversity and Inclusion, invites campus and community to earn a certificate through event attendance. It celebrates our commitment to reaching beyond tolerance and fostering a deeper understanding of identities and issues that marginalized groups face.

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

Yes

D.7.1. Please describe and provide examples:

Juniata offers both curricular and co-curricular programming in social entrepreneurship. Through our Masters in Nonprofit Leadership (NPL), which started in the summer of 2013, students can enroll in a Social Entrepreneurship course where they apply social theory to creating a non-profit or social venture or apply what they have learned to existing employers' institutions to improve or create social innovation with the organization. The NPL 504: Social Entrepreneurship course offers students the opportunity to learn about social innovation and social entrepreneurship and about applications and effects in both new and established organizations. Through the online class, students may create a business model and plan for a new social enterprise, or they can create a plan for how they would implement social innovation or social theory into their existing employer's organization. Often, the students choose the latter, where they can see the benefits of what they learn impact their own employment organizations. On the undergraduate level, Juniata offers a special topics course, Social Entrepreneurship, which complements a student's education in entrepreneurship by offering the necessary guidance to focus their business on solving a social problem. Again, students may choose to solve a problem for a local business, the College itself, or one they choose for a new venture.

Through the Juniata Center for Entrepreneurial Leadership's Startup program, the creation of social enterprises are eligible and encouraged through our Seed Capital Program. Students who apply for and are awarded a NextStep Fellowship receive financial, educational, and human resources to help guide them on their creation of a social venture. Students may focus their efforts on starting a new social venture or implementing social innovation into current models or organizations.

Students ground their startup ventures in the idea that they are solving problems that they know people have, and their startup ventures address these concerns. As with our other startup students, students who start social enterprises may pitch their ideas to try to earn additional startup capital through our Business Pitch event, now called the Student Startup Showcase. This event places student businesses in front of an audience of other students, faculty, administration, and alumni. In addition to their pitches, students respond to questions from

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audience members; these answers contribute to the assessment of the presenters by audience members, whose votes decide the winners of the competition.

E. Outreach and Partnerships

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

E.1. Outreach

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

For each category checked above, provide examples:

Outreach	Selected	Description
Learning centers	Yes	The Juniata College Early Childhood Education Center (ECEC) partners with the local school district and the Tuscarora Intermediate Unit 11 (TIU 11). While the college has maintained a nursery center as part of the college since its inception, the center evolved to its current state as a National Association for the Education for Young Children and Keystone STARS 4 accredited program. For the past twenty-two years, Juniata's partnership with TIU 11 has helped to further a model program. All children at the ECEC have access to inclusive services such as speech and hearing, occupational therapy, and physical therapy because of the highly trained staff and the additional supports from TIU 11. Teachers and paraeducators from both institutions work together to provide highly interactive and engaging curricula to benefit the growth of all children and support the learning of future educators. The ECEC also serves as a lab school for students studying education as well as for students in other fields such as psychology and social work. All Pre-K-4 Elementary Education and Pre-K-8 Special Education students at Juniata have a minimum of three semester-long experiences with coursework tied to field placements at the ECEC. Students conduct case studies and interact with local families, Juniata Master teachers, and TIU 11 specialists to design and implement instruction and interventions, learn about child-centered instruction, and conduct research that contributes to the field. This partnership is unique when compared to traditional lab schools and the services of

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		other child care providers. The partnership has also allowed Juniata to engage in larger community and national conversations about how to continue to improve the quality of early childhood education.
Tutoring	Yes	Juniata has partnered with the Salvation Army and the Huntingdon Community Center to provide after-school tutoring and activities for children for over 13 years. This outreach program annually provides community-engaged work-study employment for approximately 15 students who are responsible for offering personalized academic support to 30-40 children and youth in the Huntingdon area. They work with children of all ages and are responsible for developing lesson plans and providing basic tutoring. This initiative is coordinated by the Community Engagement office and involves partnerships with three local organizations where the tutoring and after-school programs are held: the Huntingdon Community Center, the Salvation Army, and the Bethel African Methodist Episcopal Church.
Extension programs	No	
Non-credit courses	Yes	Juniata offers several non-credit courses that welcome community participation. These include a water aerobics class, a ceramics class, and a yoga class.
Evaluation support	No	
Training programs	No	
Professional development centers	No	
Career assistance and job placement	No	
Other (please specify)	Yes	Juniata offers a number of other outreach programs that reflect community partnerships but do not fit neatly into the categories above. Some of these are geared toward students in the community, for example, the fourth-grade Career Field Trip, the Huntingdon County Youth Leadership Program, and Physics Phun Night. The Career Field Trip exposes elementary school students to a variety of career areas and career paths, including but not limited to a four-year institution such as Juniata. The Huntingdon County Youth Leadership Program is a three-year program for twenty-five select 10th-12th grade students to develop leadership and career readiness skills and help them become civically engaged. Physics Phun Night demonstrates principles of physics presented in ways that delight and amaze the community. The "Passport to Juniata College" program allows members of the local retirement community, Westminster Woods, to access campus events, facilities, and classes at a discounted rate or for free. Finally, the Raystown Lake Field Station was developed through a partnership between Juniata College and the Army Corps of Engineers. This collaboration has allowed the college to develop numerous community programs, from teaching workshops to wilderness first-responder trainings.

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

Outreach	Selected	Description
Cultural offerings	Yes	Juniata College offers many free cultural events that are open to members of the Huntingdon community, such as the Juniata College Museum of Art and the Distinguished Speaker Series, and community members can receive a P.E.A.C.E certificate. More specifically, the Juniata College Museum of Art (JCMA) has reaffirmed their commitment to community outreach by adding more hours for working professionals, participating in the monthly Art Walk Huntingdon evenings, and creating digital tours for elderly members of the Huntingdon community who cannot get to the museum. The museum has also welcomed 300 elementary and high school students for tours and activities that increase their cultural literacy and critical thinking. Additionally, Juniata has a program called Juniata Presents that brings high-quality, world-renowned performing artists to campus. The mission of Juniata Presents is to provide lifelong learning in and through the arts for all members of the community. Without Juniata Presents in the Huntingdon community, the only performing arts venue with comparable quality programming is in one of the neighboring counties. To support and bring attention to performance as an art form, Juniata Presents is available to Juniata students at no cost and at a significant discount for employees. Performers also frequently offer residencies, which include master classes, open rehearsals, lectures, demonstrations, and participatory workshops where the artists go to local schools and the Early Childhood Education Center on campus. In addition to these programs, Juniata also partners with the Huntingdon County Arts Council for the annual Folk College. This three-day event includes workshops and intensive classes in various styles of folk music. Pennsylvania educators can receive Act 48 continuing education credits for participating in the college.
Athletic offerings	Yes	One of the distinct features of the Juniata College athletics program is its accessibility for community members. Primarily, the track is always open for community members to use for free. Additionally, people can use the pool, gym, and weight room for a nominal yearly fee ($300 for a single person, $500 for a family). Residents of the local retirement community, Westminster Woods, are able to use the facilities for free through the "Passport to Juniata" program. Many community members, including Juniata College retirees who stay in the area, use these facilities. Finally, all community members are welcomed at and able to attend sporting events for no cost except during conference championship events, which have an entrance fee. Additionally, Juniata annually hosts the Central Fall Sectional of the Pennsylvania Special Olympics. Juniata students volunteer to help organize and staff the event. About 350 athletes compete and about 300 students, faculty, and staff volunteer on the day of the event.
Library services	Yes	Community members are able to use many library resources. During 2017-2018, the library eliminated the $20 fee for community library cards, making access free for residents of Huntingdon County. With this card, community members are able to use library computers as a guest and check out books for three weeks. Anyone entering the library is also able to log on to the guest WiFi network and use books and periodicals in the building. The WiFi and computers allow community members to access library databases for research, within licensing restrictions. In addition, community members have access to

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		the library's Special Collections and Archives. Juniata also serves as the repository for the Huntingdon Daily News, the local newspaper, which can be accessed for no cost on microfilm using the library's microfilm reader or online; the Huntingdon County Historical Society refers researchers to the college to access the newspaper. The Juniata library refers researchers, especially genealogists, to the Historical Society as well. College librarians are also available and willing to assist community members with their information needs. In addition to these resources, the library participated in Huntingdon's Art Walk during 2018. These free events were developed for Art Walk participants, who tend to be community members of all ages. Library events have included button making; an escape room, which was developed using a kit borrowed from the public library; and the Library Olympics. This final event was developed in partnership with the local public library. Both library directors are currently in conversation to develop future partnerships such as internships.
Technology	No	
Faculty consultation	Yes	Three examples of faculty consultation follow below: First, Chuck Yohn, director of the Raystown Field Station, provided eight hours of consulting on the Tussey Mountain Resort Development Project by providing recommendations on reducing or avoiding environmental impacts and on ways to make the proposed facilities more environmentally friendly. Second, the Integrated Media Arts program regularly works with community partners and has adopted a community-as-client model. The professor who offers these courses provides her expertise to the students and community partners throughout the evolution of the projects. In 2017-2018, these projects included a Huntingdon Community Center rebranding effort and the redesign of promotional materials for the Huntingdon Community Garden. Third, both staff members of the Juniata Center for Entrepreneurial Leadership (JCEL) contribute their expertise and collaborate with the community by being on a variety of boards and community engagement projects. The Center director is the current chair of the Huntingdon County Visitors Bureau and is a member of its Tourism and Product Development Committee. Additionally, the director is the chair of the county's Strategic Alliance for Economic Growth committee, serves on the county's Partnership for Economic Progress Board, and is one of the founding members of the Entrepreneurial Communities Initiative. Additionally, the Director provides consulting to a variety of community small businesses and serves as a connector of those small businesses to various other resources. The Assistant Director of JCEL serves on the marketing committee for the Huntingdon County Visitors Bureau and is a member of the Art Walk initiative. Additionally, she started Tuesdays Together in 2018, a subgroup of the Rising Tide Society, a community of creative small businesses that meet to support one another's work growing their startups. Her groups are open to any creative small business in the community as well as to student startups.
Other (please specify)	Yes	We are home to the Baker Institute for Peace and Conflict Studies, whose mission is to apply the resources of the academic community to the study of warfare and deep-rooted conflict as human problems and to the study of peace as a human potential. Inspired by the Institute's namesake, Elizabeth Evans Baker, we are also home to the Elizabeth Evans Baker Peace Chapel, an environmental landscape designed in 1989 by artist Maya Lin to create a unique atmosphere conducive to creativity and contemplation. The Peace Chapel sits on the 315-acre Baker-Henry Nature Preserve (also owned by Juniata), which is open

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		to and used by all members of the local community for various purposes from worship services and weddings to Earth Day celebrations and hiking.

E.2. Partnerships

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

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

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

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to https://www.brown.edu/swearer/carnegie.

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

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

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As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email: carnegie@brown.edu

The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.

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

Partner #1

Project/Collaboration Title	AN353 Archaeological Fieldwork
Organization Name	PennDot, (District 1 & 2 Archaeologist), Dept. of Transportation, Bureau of Project Delivery, Penn State, College Township, and other PA State Government agencies.
Point of Contact	
Email	
Phone	
Institutional Partner	

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Purpose of this collaboration	Juniata College collaborated with these organizations in the creation of a bike path. The project was in danger of losing federal funding because of the discovery of an important archaeological site that interfered with the path. This was a historic preservation project that needed to be completed as a result of Section 106 compliance (national historic preservation act). The collaboration provided students hands-on experience in site mitigation in the field of Archaeology. This collaboration enabled the community client to complete a project that did not fit into a traditional bid process and allowed it to be completed in a timely and affordable manner. It also gave them an active role in educating students. This project has since been used as a model for educators in training students and for PennDOT as they complete required work.
Length of Partnership	2 years (class itself was 4 weeks, but student employment that resulted from the partnership lengthened the relationship for the following year.)
Number of faculty involved	1
Number of staff involved	1, and 1 Juniata student was hired to continue to work on the project after graduation
Number of students involved	4 Juniata students, 6 other undergraduates from other institutions
Grant funding, if relevant	$150,000 contract for PennDOT
Impact on the institution	This partnership created a network of relationships for future projects (because of reputation generated), provided a high-impact learning experience for students (student evaluations of the course were positive), and resulted in a job offer for one student. Additionally, the project received the Governor's Award for Excellence and resulted in the expansion of business services for a student-run business (a Juniata College student who runs his own business through Juniata College Center for Entrepreneurial Leadership participated and gained access to a new market).
Impact on the community	College Township benefitted from the creation of a safe bike path and safer drainage for the community. This project also saved taxpayers money by lessening the cost by doing the project through a Juniata class) and strengthened the relationship among partners (College Township, State Government Organizations, PennDOT, PSU) for future projects.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	

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

Partner #2

Project/Collaboration Title	ND 203C Cultural Learning Tour (Dominican Republic)
Organization Name	FUNDACIÓN CENTRO CULTURAL GUANÍN, INC.
Point of Contact	Fundacion Centro Cultural Guanin
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Juniata has partnered with the Fundacion Centro Cultural Guanin on community development projects that enhance the quality of life and outcomes within the community of La Piedra, Dominican Republic. The mission of the Foundation is to provide a safe and supportive environment where youth can experience new opportunities, overcome barriers, and cultivate skills for life in the Dominican-Haitian community. Students prepare for the trip by raising money, collecting donations, and attending meetings that provide context about them in the community with whom they will be working. During the trip, they engage in direct service. Juniata's participation is grounded in an asset-based community development model and our efforts follow the lead and vision of the community's members and leaders. Our interactions aim to be reciprocal and sustainable. Juniata has contributed through projects that have resulted in: • Construction of the original school building • Building the "Juniata House" where volunteers and service groups can reside • Installation of a well water pump and local distribution infrastructure that brings running water to neighborhood homes • Development of a sustainable garden space • Creation of a school playground • Construction of a community gathering, entertainment and performance space
Length of Partnership	5 years

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Number of faculty involved	1
Number of staff involved	2
Number of students involved	12 per year
Grant funding, if relevant	N/A
Impact on the institution	• Increases participation of students in study abroad. Students experience cultural immersion and self-reflection. This is facilitated by homestay, community development work, and observation of and interaction with new and unfamiliar people and places. This encourages increased cultural sensitivity and global awareness for participants. • Involves student participants from under-represented groups at a higher rate than other study abroad programs.
Impact on the community	• Asset-based community development projects support the strengths and potentials of individuals and communities in moving forward self-identified priorities for addressing and responding to common needs and social goals. • Access to essential services is enhanced for residents of La Piedra. • The goals of the Guanin Foundation are furthered, particularly their ability to serve and meet the needs of community members. • Communication and contact continue after students leave.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	

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

Partner #3

Project/Collaboration Title	Department of Justice (DOJ), Office of Violence Against Women (OVW) Grant to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus Program, Juniata-CEVN (Coalition to End Violence Now)
Organization Name	J.C. Blair Memorial Hospital, Huntingdon House, Michael Ayers Law Project, The Abuse Network, Huntingdon Boro Police Department and District Attorney's Office
Point of Contact	
Email	
Phone	
Institutional Partner	, Director, Office for the Prevention of Interpersonal Violence and , Associate Dean of Students and Title IX Coordinator
Purpose of this collaboration	This collaboration exists to create a culture shift on campus and change norms surrounding interpersonal violence. The activities of the grant are the prevention of sexual assault, dating/domestic violence, and stalking through prevention training programs; victim assistance through local assistance programs and legal aid agencies; and the creation of significant culture change under the direction of the project coordinator for Juniata-CEVN. Initiatives will result in clear procedures and policies with all partners, prevention training programs, victim services, enhanced incident reports, case-management processes, and guidelines to enhance inclusion for marginalized populations to services and support on the Juniata campus.
Length of Partnership	year 3 of a 6-year project
Number of faculty involved	12
Number of staff involved	18
Number of students involved	20
Grant funding, if relevant	$600,000.00
Impact on the institution	The project has helped us elevate the issue of cinterpersonal fviolence on our campus and has helped us marshal resources and commitment to changing the culture and reducing the amount of interpersonal violence on our campus. The number of student survivors coming forward and seeking services has increased (which was expected) due to a culture of confidentiality, resource provision, and non-judgmental help.

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Impact on the community	This project has helped enhance the relationship between Juniata and the local community through quarterly meetings and on-campus training for our faculty, staff, and students provided by our community partners. This project funded the training of additional Sexual Assault Nurse Examiners at J.C. Blair Memorial Hospital (which serves the entire community), has provided victim-centered response training opportunities for local law enforcement and the District Attorney's Office, and continues to work on clarification of the protocols at the local hospital for all community members who seek emergency services.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #4

Project/Collaboration Title	Early Childhood Education Center

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Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

Organization Name	Tuscarora Intermediate Unit #11, Early Intervention Program
Point of Contact	Juniata College's Education Department
Email	
Phone	
Institutional Partner	Juniata College's Education Department
Purpose of this collaboration	The Early Childhood Education Center (ECEC) was developed to create an inclusive classroom where we provide developmentally appropriate experiences and interactions for children of all cultural, familial, and ethnic backgrounds, as well as children with differing developmental and educational needs. This space also provides a "laboratory" for Juniata students in Juniata's Education Department.
Length of Partnership	24 years
Number of faculty involved	1
Number of staff involved	Juniata College staff: 4, TIU staff: 5
Number of students involved	64 per year
Grant funding, if relevant	$7,800 Keystone STARS Quality Improvement Grant, which gives highly qualified teachers a monetary award to establish a stable workforce and encourage increased levels of educational attainment for early childhood education professionals.
Impact on the institution	The ECEC has many positive impacts on Juniata College. It is a laboratory school for the Department of Education and provides experiential learning opportunities for education majors. For students studying special education, the ECEC gives students experience working with children who have varying special needs, along with valuable time to learn from special education professionals. The Center is part of the admissions tours for incoming education majors and has been influential in recruiting students. Student workers are involved in a variety of teaching and administrative jobs. For Juniata College employees, the ECEC provides consistent, high-quality early childhood education which is scarce in our community. During the 2017-2018 school year, 13 Juniata College families sent their children to the Center for their preschool/childcare needs.
Impact on the community	Huntingdon has very limited options for high-quality early childhood education. The ECEC is the only National Association for the Education for Young Children accredited center in the county. It provides children of the community with consistent, high-quality early childhood education. The Center is an inclusive setting where all children are welcomed regardless of their financial need, ethnicity, or ability. The ECEC provides a connection to the college that some members of the community may not have had the chance otherwise. All children, regardless of ability, participate in classroom activities. Studies have shown that inclusion starting from an early age is beneficial for both children with and without special needs. By interacting with individuals from varying backgrounds and abilities, children learn to be more accepting and understanding of one another's similarities and differences. In our classroom, both differences and commonalities are celebrated as the children develop mutual respect for one another.
Project/Collaboration Title	
Organisation Name	

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

Partner #5

Project/Collaboration Title	Empty Bowls
Organization Name	, Diocese of Altoona-Johnstown, is liaison for 4 local food banks and 2 elementary schools
Point of Contact	
Email	
Phone	
Institutional Partner	

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Purpose of this collaboration	Ceramics students each create 100 bowls during the semester. Artists in the community also donate bowls they created for the event. Participants purchase tickets which provide them with a handmade bowl, a piece of bread, and a single ladle of soup. This event is intended both to raise money for 4 local food banks and 2 elementary schools and to increase awareness for the realities of hunger and poverty in our community.
Length of Partnership	12 years
Number of faculty involved	2 faculty - - both Ceramic faculty. For the past 3 years we have had soup and bread donations by at least 8 faculty or staff members each year, as well as from local restaurants.
Number of staff involved	14-17 staff - Staff involvement includes (Conferences and Events), 5-6 Facilities staff members, Sodexo staff (chef, catering manager, and 6-8 others members). (President's wife) also helps to co-coordinate the event.
Number of students involved	Approximately 50 per year - bowl making, poster distribution, work day of event
Grant funding, if relevant	N/A
Impact on the institution	The institution receives over 300 visitors to the meal, making it one of the largest campus events. This is an opportunity to showcase our students' art (bowls) and the hospitality of our campus to all visitors. It also increases student awareness of the realities of poverty and brings together many campus organizations and student clubs for a common cause.
Impact on the community	Last year, we raised $4,813. This money was donated to the 4 food banks in the county, each receiving $962.60, and 2 backpack programs at the local elementary school, each receiving $481.30. Most of the attendees are community members who value and support the efforts to help their neighbors in need. They also receive a piece of original art. In Spring 2018, we had 4 community members volunteer to help on the day of the event. The soup, bread and other donations are made by 15 different vendors in the community. From 2008-2018, we have donated over $52,311.80.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	

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

Partner #6

Project/Collaboration Title	ND 300 Health Navigator Practicum
Organization Name	J.C. Blair Memorial Hospital
Point of Contact	Director of Case Management
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Juniata/J.C. Blair Patient Advocates follow-up with every patient discharged from the hospital. The students who follow up with patients enroll in the Healthcare Navigator Practicum, which provides them with a unique experience to serve as patient advocates in our local, rural community. Most students taking this course have an intended career goal of clinical medicine.
Length of Partnership	2.5 years
Number of faculty involved	1
Number of staff involved	4
Number of students involved	21 total
Grant funding, if relevant	Started using internal Innovative Educational Initiatives funding. $10,000

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Impact on the institution	The institution benefits from this partnership because students learn about the human aspects of healthcare before continuing to learn about the clinical aspects in professional school. The course introduces students directly to rural poverty and how it impacts healthcare, socioeconomic determinants of health, and the structural organization of a small community hospital. Additionally, it educates students broadly about our healthcare system, helps them make an informed decision about their future career, and exposes them to a side of medicine that they will encounter, but are not formally educated about in professional school.
Impact on the community	The hospital does not have a budget to staff Patient Advocates, but this position has been shown to have a great impact on patient outcomes. Patient advocates frequently find barriers to wellness when they follow-up with patients. These include: inability to obtain prescription medication, inability to schedule primary care follow-up appointments, and lack of transportation to follow-up care or therapy. The barriers that students are identifying are issues that were not disclosed during the hospital stay and may not have been identified at a follow-up appointment. When barriers are identified, hospital Case Management is able to connect patients with community resources for assistance. These efforts are aimed at reducing readmission rates and helping with continuity of care.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	

Community Partner Contact	
Email	
Phone	

Partner #7

Project/Collaboration Title	Innovations for Industry (i4i)
Organization Name	Huntingdon County Visitors Bureau (HCVB),
Point of Contact	
Email	
Phone	
Institutional Partner	IT and Business Departments,
Purpose of this collaboration	The four-class sequence is based around project work for a community partner. Students in I4I courses work on IT projects that benefit community clients directly, rather than on didactic exercises. These services are offered at no cost. In exchange, clients collaborate with and mentor the student project teams as they develop technological solutions to meet client needs. During Fall 2017-Spring 2018, the client for all projects was the Huntingdon County Visitors Bureau.
Length of Partnership	Each project is designed to be one semester. Many clients have been involved with I4I for years, doing different projects each semester.
Number of faculty involved	2
Number of staff involved	1
Number of students involved	16 students per year
Grant funding, if relevant	None
Impact on the institution	Learning objectives in the I4I sequence are based on the project experience. Weekly project update meetings allow students to report and reflect on the progress of their projects as well as their interactions with the client. During the project management portion of I4I, students learn how to manage a project effectively. These experiences provide students with a hands-on, high-impact learning experience that enhances their resumes and grows their professional network. The college benefits from positive community recognition.
Impact on the community	Offers community partners needed services at no cost. The HCVB projects helped to support the tourism industry in Huntingdon County, which is a major part of the community's economic development.
Project/Collaboration Title	
Organisation Name	

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

Partner #8

Project/Collaboration Title	Inside-Out Prison Exchange Program
Organization Name	Smithfield State Correctional Institution & Huntingdon State Correctional Institution
Point of Contact	
Email	
Phone	
Institutional Partner	

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Purpose of this collaboration	Offer college courses within the walls of two nearby state prisons, in which half of the students are "Inside" (incarcerated) students and the other half are "Outside" (Juniata campus) students. Student-centered participatory pedagogy makes use of the students' diversity of life experiences and social locations to enhance teaching and learning for all participants.
Length of Partnership	4 years
Number of faculty involved	Two faculty members have taught Inside-Out courses
Number of staff involved	5 Teaching Assistants (TAs). One is Inside and one is Outside.
Number of students involved	10 – 12 Inside students and 10 – 12 Outside students make up each class cohort. Inside students are matriculated as Juniata College students and they receive a Juniata College transcript notation and course credit upon successful completion of the course
Grant funding, if relevant	A Juniata College "Innovative Educational Initiatives" (IEI) grant of $10,000 was awarded for the start-up and initial development of the Inside-Out project.
Impact on the institution	This partnership has fostered a recognition in the institution that the two SCIs in the area are an underutilized resource that can provide opportunities for students to learn in a context where they encounter new forms of diversity. These students are challenged to engage in critical thinking and contemplate ethical action with respect to the criminal justice system in the United States. The criminal justice system is highly acknowledged as an inequitable, unjust, expensive and dysfunctional social institution that is the growing subject of contemporary social policy debate and desired reform. A realization that the Inside-Out model, pedagogy, and experience hold unique potential for realizing desired student outcomes articulated in Juniata's Mission Statement, the "Strategic Priorities" of Juniata's Strategic Plan, and Juniata's recently adopted Institutional Learning Outcomes.
Impact on the community	Inside students are able to attend college courses and receive college credit for free through this program. While Inside-Out courses have been taught in many of Pennsylvania's state correctional institutions, the model has not previously been implemented in either or the two state prisons in the Huntingdon area. Juniata's partnership allows individuals incarcerated in these prisons to participate in the program.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	

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

Partner #9

Project/Collaboration Title	Language in Motion (LIM) WL 201, 202, 203, 204
Organization Name	77 teachers (22 schools) and one State Correctional Institution
Point of Contact	Huntingdon Area School District
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Language in Motion (LiM) was created in collaboration with high-school language teachers to expand, enrich, and energize language and culture teaching and learning by leveraging the resources of the college and the K-12 schools to address the needs of both. College students who know another language or culture create and deliver interactive presentations in K-12 schools. Because of K-12 teachers' interest, LiM quickly expanded from language classes to social studies, English, math, art, etc. LiM also offers on-campus Spanish and/or German events: 2017's commemorated the quincentennial of the Protestant Reformation. LiM's success is in its ongoing partnerships with teachers. Some help presenters prepare for the school experiences. All teachers choose the presenters best suited to their goals and students' needs. Teachers and their students evaluate every presentation so the presenters can improve their understanding of audience, presentation skills, and content; the evaluation results are sent back to teachers. Teachers frequently contact LiM and are invited to provide feedback on anything anytime; two-way discussions of problems and successes are openly welcomed and acted upon. Teachers also participate in the LiM national consortium meetings.
Length of Partnership	Since Fall 2000 for many; in 2017-18, some only one semester.

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Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

Number of faculty involved	One (halftime faculty/halftime staff)
Number of staff involved	See 4.6
Number of students involved	38 presenters; nine office assistants; eight drivers.
Grant funding, if relevant	PA Educational Improvement Tax Credit funding from Lititz Mutual Insurance Co. Amount varies by year - in 2017/2018, $5000
Impact on the institution	Study-abroad returners process their experiences; international students see a new part of US culture; heritage speakers gain respect for their backgrounds; student employees learn professional skills. Presenters are better able to share the value of their international experiences in job interviews and elsewhere. Majors in a World Language and Culture fill a graduation requirement. Self-reported assessments of student learning through pre- and post-surveys show significant increases in communication skills, topic knowledge, and interpersonal skills. Stronger community relationships, good publicity, and better understanding result. Alumni become more well-connected. We gain visibility through the national LiM consortium and from publications and conference presentations about LiM by the director, various students, and community partners. LiM presence helps recruit new students.
Impact on the community	Children benefit from new information, new people speaking other languages, and a greater appreciation for and ability to deal with diversity at home and abroad while becoming more flexible and open to diverse perspectives. Parents tell us that students share their learning with families and friends. Teachers become reenergized. Language teachers have new people to talk to in and about their languages. They and other teachers expand their own and their students' understanding beyond the local, regional, or national level, e.g., a presenter from Vietnam enriched discussion of a novel about the Vietnam War, and a child development class heard about Cameroonian children's lives.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	

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Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

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

Partner #10

Project/Collaboration Title	Raystown Field Station
Organization Name	U.S. Army Corps of Engineers
Point of Contact	
Email	
Phone	
Institutional Partner	Juniata College's Environmental Science and Studies and Education Departments
Purpose of this collaboration	The Raystown Field Station is a 365-acre reserve that was established to provide special opportunities for environmental research and education by providing access to the various aquatic and terrestrial ecosystems of this unique region. The spirit of this collaboration is fulfilled through Juniata's research, semester-long courses for undergraduate students, wilderness first aid and first responder trainings that are open to all, and environmental programs offered to the Huntingdon community. Research projects have included bird banding and water quality monitoring. Juniata students also provide environmental education programs for local K-12 schools.
Length of Partnership	45 years
Number of faculty involved	4
Number of staff involved	6
Number of students involved	53
Grant funding, if relevant	$2,000.00 Western Pennsylvania Water Protection Program grant to Raystown friends for RayCEP

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Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

Impact on the institution	The historic partnership between the Army Corps of Engineers and Juniata College has allowed for numerous research opportunities focusing on the natural landscapes surrounding Raystown Lake, where there is almost no development and nature exists with minimal human contact. This partnership has created opportunities for growth for both the students of Juniata College and for the local community through a variety of programming. The Raystown Field Station provides valuable hands-on opportunities for undergraduates through regular semester-long, campus-linked and summer session courses. The classes for local schools are an opportunity for Juniata students to develop and deliver a curriculum in conjunction with their course work. These programs are arranged directly through the Education Department.
Impact on the community	Research at the Field Station supports and benefits the work of the U.S. Army Corps of Engineers and supports their commitment to public service. Juniata's work brings people to the lake for reasons other than tourism; this partnership has created a site for collaboration between the college and the local community. Local schools participating in the Juniata College Science in Motion network can schedule free day-long and overnight programs at the station. Curriculum opportunities include Lake Ecology, Wetland Ecology, Acid Mine Drainage, and others. Teacher workshops are also offered, as is access to the Penns Woods Forestry Curriculum. This curriculum is an online program for high school classes developed by Allegheny College to enhance public knowledge of forest management and to demonstrate investigations of forest issues. Raystown Field station is a collaborator on the project and supports the program with equipment modules that are available for loan from the field station at no charge. The Field Station also provides continuing education opportunities for teachers and other interested participants through our outreach summer workshop series.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	

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Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

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

Partner #11

Project/Collaboration Title	ED-412 Reading Difficulties Lab: Rural Outreach and Reading (R.O.A.R.)
Organization Name	Standing Stone Elementary School, South Side Elementary School
Point of Contact	
Email	
Phone	
Institutional Partner	Juniata College Education Department
Purpose of this collaboration	The Rural Outreach and Reading (ROAR) program is an after-school reading intervention program. ROAR provides research-based reading intervention for struggling readers in the Huntingdon area elementary schools. The program started in fall 2012 and is in its seventh year of operation. Juniata College education students staff the clinic and provide one-on-one and/or small group reading instruction aimed to develop children's ability to read and comprehend successfully.
Length of Partnership	7 years
Number of faculty involved	1
Number of staff involved	1
Number of students involved	21 over the course of the year
Grant funding, if relevant	The Persbacker Foundation provides $5,000 per year in grant funding to support ROAR. In addition, we typically received an additional $5,000 from Earned Income Tax Credits (UGI). UGI gives us $3,500 in EITC and Lititz Bank gives us $1,500.
Impact on the institution	The college students receive training in research-based literacy interventions approved by the Pennsylvania Training and Technical Assistance Network (PATTAN). PATTAN is the state Special Education office of the PA Department of Education. The interventions used in the clinic have been recommended and are employed for Tiers 2& 3 intervention in the multi-tiered systems of support in Pennsylvania Public Schools.
Impact on the community	On average, 20 students in grades 1-4 from Standing Stone and Southside Elementary Schools in the Huntingdon Area School District participate in the program. The children receive 75 hours of instruction from September through April each year. Children receive books and activities to use as home literacy incentives.

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Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

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

Partner #12

Project/Collaboration Title	Science in Motion
Organization Name	17 local School Districts and Private School Systems, Penn State University Eberly College of Science-Office of Science Outreach, Penn State University Agricultural and Extension Education, PA Botany Symposium.
Point of Contact	
Email	

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Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

Phone	
Institutional Partner	Juniata College Science in Motion
Purpose of this collaboration	The Science in Motion (SIM) Consortium is an educational outreach science and technology partnership program between basic and higher education that supports local schools by providing resources that promote high-quality science education. It provides instruction at a reasonable cost, helping districts that might not have STEM programs. There are 10 consortium members. The SIM program encourages Juniata students to be involved in secondary school outreach programs. By working to supply local students with hands-on classroom experiences, Juniata students contribute to the learning goals of the participants in the program. SIM provides leadership roles, experiential learning opportunities, and employment experience to Juniata students. By encouraging Juniata students to be involved with outreach programs, they get program coordination and hands-on educational experiences.
Length of Partnership	31
Number of faculty involved	1
Number of staff involved	6
Number of students involved	22
Grant funding, if relevant	Our budget utilizes grants funds, donations, and program revenue. We rent vehicles, buildings, and pay for our own telecommunications. No operational dollars from Juniata College are utilized; however, we do receive in-kind support.
Impact on the institution	The full-time staff develops, organizes, and teaches a spring semester Science Outreach Leadership (ND-308) course and offers an internship for which students prepare to host and execute events on campus. We also offer several volunteer opportunities with these events. SIM loans equipment and provides programming for Juniata College classes and events free of charge. We also complete science programming for local school groups visiting the campus. Throughout the most recent academic year, 94% of our institutional loans were to Juniata faculty and staff which reached over 1470 students on the Juniata campus.
Impact on the community	The SIM Program started as a state-wide grass-roots initiative to improve STEM education. This program provides state-of-the-art scientific equipment, a standards-aligned curriculum, and professional development for science teachers and their students. A mobile Outreach Science Educator brings equipment and labs to the classroom, facilitating inquiry-based practices. Schools located in rural parts of the state often lack STEM resources. They often struggle to afford lab equipment and materials, and STEM-related industry partners that typically provide expertise and resources often do not exist in these areas. SIM inspires the next generation of the STEM workforce. If not for Science in Motion, the majority of these students would get little exposure to lab equipment and techniques or the growing number of potential career opportunities. SIM provides "embedded professional development" opportunities for almost one hundred local teachers who currently participate in the program.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	

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Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

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

Partner #13

Project/Collaboration Title	ESS 400 Senior Capstone: Tracking Trout Movement in the Little Juniata River
Organization Name	The Little Juniata River Association (LJRA) and the Pennsylvania Fish and Boat Commission (PAFBC)
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	To record habitat use and movement patterns of brown trout for the purpose of identifying sites for stream habitat restoration and to better understand how the fish survive rising water temperatures.
Length of Partnership	4 years

Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

Number of faculty involved	3
Number of staff involved	1
Number of students involved	30
Grant funding, if relevant	$10,000 from the Little Juniata River Association
Impact on the institution	Gives students the opportunity to learn techniques such as macroinvertebrate sampling and the use of telemetry equipment. Students also work with state biologists and local NGOs. These students also have the opportunity to present their research both to local communities and at national conferences.
Impact on the community	This partnership helped LJRA receive funding for stream restoration and PAFBC with stream quality data. Additionally, it gave the LJRA the ability to investigate the questions they still had about the trout in the Little Juniata River.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	

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Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

Community Partner Contact	
Email	
Phone	

Partner #14

Project/Collaboration Title	ESS 450 Senior Capstone: Woodrat Habitat use and Distribution
Organization Name	The Pennsylvania Game Commission
Point of Contact	South Central Region Game Commission
Email	
Phone	
Institutional Partner	Environmental Science Department
Purpose of this collaboration	This project is a collaboration between Juniata College and the Pennsylvania Game Commission to monitor population size and distribution of the Allegheny woodrat. The Allegheny woodrat is a priority species listed as threatened and protected.
Length of Partnership	3 years
Number of faculty involved	2
Number of staff involved	1
Number of students involved	12
Grant funding, if relevant	None
Impact on the institution	This partnership provided students the opportunity to learn wildlife monitoring techniques, work with state biologists in the field, and present research at state conferences. The skills these students develop will help them in the fields of environmental science and wildlife conservation.
Impact on the community	This project helps the Pennsylvania Game Commission with data collection, which is used to design and implement a management plan for Allegheny woodrat. This sustainable partnership with Juniata College has allowed the Pennsylvania Game Commission to monitor and manage the population of woodrats because woodrats are an endangered species in the Alleghenys.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	

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Submitted by Juniata College on 10/10/2018. Last modified on 7/19/2020.

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

Partner #15

Project/Collaboration Title	IC 299 Spanish and Service-Learning in Guatemala (IC 229 (1 credit) plus IC 230 (2 credits)
Organization Name	Asturias Academy and Centro Maya Xela. A larger number of other organizations are involved through the Asturias Academy.
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	The Juniata students take part in Spanish language instruction to continue to increase their language and cultural proficiency. They also develop and carry out their own service-learning projects in consultation with a local organization aligned with their area of academic study. Overall, this collaboration provides meaningful support for a variety of NGO's and other organizations in Guatemala.
Length of Partnership	3 years

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Number of faculty involved	1
Number of staff involved	4
Number of students involved	7 in 2017-2018
Grant funding, if relevant	Funding comes as scholarships for students through the Nyce Scholarship Fund at Juniata. Some students extend their stays to do internships; these students apply for funding from Juniata's Kepple Travel Grant and the Super Internship programs.
Impact on the institution	This is a transformative opportunity for students to be immersed in another culture. The stay affects their language and cultural proficiency and their ability to understand and empathize with Guatemalans. The faculty member benefits from continuing development of his knowledge and expertise. This program also helps Juniata work toward our mission: for students to connect their education to the world and become informed world citizens, "lead[ing] to a fulfilling life of service and ethical leadership in the global community."
Impact on the community	Students make meaningful contributions to the ongoing work and mission of the organizations with which they are collaborating. For example: students have created an English-language brochure about the organization, designed educational materials for health care, delivered sexual education classes, and helped nurses and provided support for daily clinic operations.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	

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

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

Yes

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

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

When defining "community partner," the course approval guide for Community-engaged Learning courses states, "For the purpose of Community-engaged Learning, community partnerships can be formed with any local, regional, national, or international organization for whom the partnership is both mutually beneficial and focused on purpose and process rather than activity and place." It also states that the course "syllabus should indicate that students will be provided instruction for how to appropriately contact a community partner and reflect that students will receive preparation/training on best practices for building partnerships before making contact with a potential community partner."

Furthermore, most faculty use memoranda of understanding, either formal or informal, with their community partners. We are in the process of creating a standardized template for a memorandum of understanding that anyone on campus who is working with a community partner will be expected to use.

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

No

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

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Not yet, though this is one of our next steps. Plans are underway to convene a Community Partner Advisory Council that will meet quarterly to engage in the type of information sharing described above as well as in collective goal setting. The director of Community-engaged Teaching and Learning has already had with Juniata's President about the possibility of implementing the Anchor Institution Dashboard in the context of this Advisory Council.

IV. Reflection and Additional Information

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

We approached this process as an opportunity for self-study and thought strategically about whom to include on the committee. Because community engagement exists across all parts of campus, we wanted all constituencies present. Therefore, our committee included a community partner and representatives from four academic departments, the library, QUEST (Juniata's offices of student success), the Juniata Center for Entrepreneurial Leadership, athletics, campus ministry, enrollment, marketing, and students. Our members have been employed here from six months to over twenty years. For various reasons, we lost a few members, with nine actively completing the application. In the process of gathering information, we connected with at least 40 individuals not on the committee. We also took advantage of multiple opportunities to present on the status of the application to the senior leadership team and, toward the end, solicited feedback on some parts of our application from a consultant, who gave us valuable suggestions, especially on strategic next steps.

The process revealed ways in which our work can become even more effective. For the new curriculum, Juniata should commit additional resources, time, personnel, and money, to increase our community-engagement impact. We can increase collaboration, improve the consistency of our processes and procedures across campus to ensure sustainability, and better highlight this work to community partners, alumni, current and future students, and donors. Formal recommendations for improvements in these areas will be made to the Senior Leadership Team.

As we reflected individually, we found we shared many reactions. We all learned. A student noted her surprise at the complexity of the process. She and we now better understand such applications generally and have learned much more about Juniata, our resources, and the work (community-engaged or otherwise) being done here. One noted, "It has been truly eye-opening." Our newest employee added, "being part of this process has served as a fantastic introduction to the people and projects at Juniata." A community partner newly understood how many community-engagement programs are offered and how they help support our local community and some worldwide.

We reaffirmed our belief that community engagement provides a better learning experience for students and that our institutional commitment to community engagement is already impressive. We were pleased to confirm that community engagement has touched almost every department, more than is normally recognized or promoted. We gained greater respect for the additional commitment made by all parties to community engagement. Several members further elaborated on increasing community-partner participation, opportunities for future collaborations, outcomes assessment, and how they could more deliberately support community-engaged learning.

Many of us feel significantly better connected across campus because we worked closely with colleagues with whom we normally do not have much contact. We also liked being part of a dedicated, productive team that

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gained a greater understanding of each individual's expertise. As a result, we now appreciate one another for the ways we each enhance Juniata. These comments illustrate: "I am particularly grateful for ... the relationships I have developed." "Thanks for allowing [us] to share in this journey."

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

Additional Information about II.F.4: Assessments of Student Outcomes and Impacts:

Student Focus Group: In spring 2018, we convened a student focus group to get a deeper understanding of how students experience and value community-engaged learning courses. Using the ID number of students enrolled in community-engaged learning (CEL), courses, volunteers were recruited. Six students participated. Four of those six students had taken more than one CEL course.

Some key themes emerged from their discussion. Students seemed to find the relationship building that occur in these classes to be the most memorable aspect and indicated that what they value most about their CEL experiences is the opportunity to apply what they learn in classes to the real world and with real people. Several common responses included that CEL builds their confidence; that, after taking one CEL course, they wanted to take more; and that doing CEL influenced their career path. As far as challenges students faced, lack of transportation was mentioned by almost all of the participants. One also mentioned wishing that the class she took had been more structured, and one noted that it is challenging for student athletes to take CEL courses because of the time it takes to do community-engaged work. Because this feedback may not appear in course evaluations, it is useful to share with faculty who are currently teaching CEL courses as well as with those who are considering it. We have also initiated conversations with the Provost and Facilities about the issue of transportation and are trying to identify possible solutions.

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

Additional, General Comment: The work and progress outlined in this application is all happening at a time when we, like many small schools, are experiencing a decline in enrollment and a reduction in spending and hiring. Despite this reality, the institution has preserved and, in many ways, strengthened its commitment to community engagement and has sought creative and innovative ways to implement and live it.

Job description for the Director of Community-Engaged Teaching and Learning:
The Director of CETL will be expected to strengthen pedagogical practices by creating a vision for CETL at Juniata. The Director will oversee faculty development that will increase as well as strengthen existing opportunities as well as establish a framework by which CETL is defined, implemented and assessed. The Director will work collaboratively with the Assistant Director of Community Engagement to sustain community partnerships. The Director will have voice in conversations about the viability and scope of the emerging Learning Commons project. The Director will chair the CETL Advisory Committee.This is a three year appointment and includes course release to be negotiated with the faculty member and the department.

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

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Request for Permission to use Application for Research:

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

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

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

Please respond to A or B below:

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

 -- empty or did not respond --

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

 -- empty or did not respond --