

**Indiana State University
Community Engagement Elective Classification**

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A. Institutional Identity and Culture

1. DOES THE INSTITUTION INDICATE THAT COMMUNITY ENGAGEMENT IS A PRIORITY IN ITS MISSION STATEMENT (OR VISION)?

Yes. Indiana State University (ISU) has a long history of community engagement. The vision statement articulated in ISU's 2000 strategic plan stated:

Indiana State University strives to be known and admired as Indiana's most Progressive Public University by:

- Providing opportunities that enrich and transform the lives of its students through the distinctiveness of its undergraduate experience and the prominence of its graduate programs;
- Fostering innovation and excellence in teaching and learning;
- Enriching the State, nation, and world through the quality of its research, creative activity, and public service;
- Creating partnerships with external publics that build upon and extend the University's ability to serve the State and nation; and
- Providing a caring and civil academic community characterized by unusually supportive relationships among its students, faculty, staff, alumni, and friends.

The ISU **mission statement** supports our role as a steward of the state of Indiana:

As a publicly-assisted institution of higher learning, Indiana State University embraces its mission to educate students to be productive citizens and enhance the quality of life of the citizens of Indiana by making the knowledge and expertise of its faculty available and accessible. These purposes are served when the University disseminates knowledge through instruction and extends and applies knowledge through research, creative and scholarly activities and public service.

The University fulfills its mission statewide; however, its influence is also national and international in scope. Given its location, Indiana State University responds with particular sensitivity to the needs and interests of the citizens of west central Indiana. In serving its mission, the University provides quality, affordable academic programs and educational environments to foster holistic student growth and development. Undergraduate programs and specialized fields of study are comprehensive in scope while graduate programs are selective as appropriate to the needs of society and the expertise of the faculty.

In its role as a public institution, the University is expected to be an inclusive academic community reflective of the greater society, serving a student body diverse in academic interests, age, gender, economic status, and ethnicity. To

remain vital in carrying out its institutional purposes, Indiana State University is committed to the ongoing assessment and improvement of its primary activities.

In 2004, the University developed a promise statement that serves as its current vision for the future:

Indiana State University is the pre-eminent public institution that integrates teaching and research for high-achieving, goal-oriented students who seek opportunities for personal, professional and intellectual growth on a diverse, civically engaged campus. From their first day, our students are actively challenged by high-quality, experiential academic programs and are supported by personal attention from our dedicated faculty and staff who inspire students to create and apply knowledge through dynamic partnerships with the community and the world. Our graduates are valued for their demonstrated knowledge and expertise, active citizenship and leadership qualities.

2. DOES THE INSTITUTION FORMALLY RECOGNIZE COMMUNITY ENGAGEMENT THROUGH AWARDS AND CELEBRATIONS?

Yes. The Center for Public Service and Community Engagement (CPSCE) hosts an annual banquet to celebrate and recognize community engagement activities from across the university. The following awards are given during the banquet:

The **President's Award for Civic and Community Leadership** is presented annually to an undergraduate student at ISU who has made community and civic engagement integral to her/his college experience. The purpose of the award is to honor and encourage students who have given generously of their time and energy through participation in service learning activities.

The **Faculty Award for Community-Based Learning and Scholarship** is a new award in 2006 that will be presented annually to one or more full-time faculty members at ISU who have made serving the community an integral part of their academic goals and activities. The purpose of the award is to honor and encourage faculty members who have given generously of their time and energy to the community, through the creation and promotion of community-based learning activities and through scholarship focused on community issues.

The **Indiana State University Community Partner Award** is presented annually to one or more non-profit organizations, educational institutions, public agencies, or private/corporate organizations that have contributed to the experience of ISU students through the development and sustenance of a lasting partnership. This award recognizes organizations that have impacted student learning and faculty teaching and scholarship by one or more of the following:

- Providing opportunities for students to engage in meaningful volunteerism to the community;
- Mentoring Indiana State University students in community-based learning experiences, including service-learning and internships;
- Participation in University-sponsored curriculum and program advisory committees or related initiatives; and/or
- Participation with ISU faculty and staff in collaborative research and/or grant projects

The **Center for Public Service and Community Engagement Outstanding Service Award** is given to an individual or organization that has provided outstanding service to the staff

and programs of CPSCE. External organizations and individuals as well as members of the campus community are eligible for this award.

3. a. DOES THE INSTITUTION HAVE A SYSTEM FOR ASSESSING COMMUNITY PERCEPTIONS ABOUT THE EFFECTIVENESS OF THE INSTITUTION'S ENGAGEMENT WITH THE COMMUNITY?

Yes. ISU utilizes a variety of means to assess community perceptions about the institution, including focus groups, advisory groups, formal evaluations of specific community engagement activities, and an annual community roundtable discussion program.

CPSCE conducts focus groups with community stakeholders on a bi-annual basis. The purpose of the focus groups is to assess the University's current community engagement efforts and set priorities for future activities. Participants in the focus groups include nonprofit, K-12 education, and government leaders. The focus groups are conducted by a member of the CPSCE staff or a faculty member with significant community engagement experience. The focus groups are taped and transcribed by a CPSCE staff member and summarized by the facilitator. Results are made available in a summary handout to faculty, staff, and students who are developing community engagement activities.

Evaluations of specific community engagement activities assess academic, co-curricular, and outreach activities. Internships, student teaching, and other types of clinical experiences are systematically evaluated by community partners each semester. The ISU Career Center collects evaluations from internship employers and compiled the first annual report in 2005. In addition, the AmeriCorps program conducts an annual evaluation with nonprofit organizations that serve as host sites for its members. The Office of Continuing Education and CPSCE also collect evaluations from community participants in a wide range of annual and special events, including the annual volunteer fair, Wabash Valley Community Summit (day-long nonprofit conference), non-credit courses, and the Dewey Institute for Learning in Retirement.

b. DOES THE INSTITUTION USE THE ASSESSMENT DATA?

The results of the focus groups have been used in grant proposal development, establishment, and/or revision of service-learning and internship practices, and the identification of community engagement projects for faculty and students. For example, the findings from 2003 and 2004 focus groups were used to determine the priority service areas of poverty, economic development, public safety, education, and family self-sufficiency/stability for the AmeriCorps program formed in 2005. Comments from the focus group suggested a need for a more coherent approach to service. This resulted in the development of a service-learning manual that provides standard and best practices for faculty and students.

The individual assessment activities described in the previous section have been used to make several program changes. For example, based on the recommendations of site supervisors in written program evaluations, Sycamore Service Corps staff made program adjustments to monitor members' service hours more closely. The ISU Career Center found that employers were uncertain about who they should contact at the University about problems. As a result, the Career Center implemented electronic documentation. Now, when students turn in their internship agreements, the documents are scanned and sent back to all parties in PDF format via email. All signing parties (student, site supervisor, faculty, and career center) receive the same

information. The email that generates these documents also lists a faculty member for employers to contact regarding the internship.

4. IS COMMUNITY ENGAGEMENT EMPHASIZED IN THE MARKETING MATERIALS (WEBSITE, BROCHURES, ETC.) OF THE INSTITUTION?

Yes. Community engagement has been a focal point of our marketing materials since the launch of a new branding campaign in 2004. The elements of the branding campaign were tied to the strategic planning process which identified community engagement as a key initiative of the university.

The branding campaign included a revamping of the university's website. An audience path for business and community was added to the homepage navigation (<http://www.indstate.edu/>) leading external visitors directly to the resources provided by CPSCE (<http://www.indstate.edu/publicservice/>), as well as to web-based forms which allow them to sign up to become a community partner with the university (<http://www.indstate.edu/bus/beapartner.htm>), or to suggest a community project (<http://www.indstate.edu/bus/suggestproject.htm>) for the university's consideration.

The university's printed promotional materials also include information on the institutional commitment to community engagement and the benefits it can provide to our students. A study of the institution's economic impact on the region and state included a major section on community engagement and service as reflected in the brochure detailing the results of the study. In addition to numerous university-wide publications, ranging from the viewbook used for recruitment to a vision poster distributed to all employees, departmental level publications also emphasize how students, faculty, and staff are involved in providing services to the community.

Community engagement activities have also been a special focus of the university's media relations efforts. A few examples of these are:

- the University's involvement in Habitat for Humanity, <http://www.indstate.edu/news/news.php?newsid=315>
- the launch of the Money Bus by Networks Financial Institute at ISU, <http://www.indstate.edu/news/news.php?newsid=373>
- an ISU intern's assistance in creating the state's first human milk bank, http://www.indstate.edu/isu_today/archives/2005/aug/milkbank.html
- another intern's work in streamlining the process for insurance agents to obtain their licenses, <http://www.indstate.edu/news/news.php?newsid=491>,
- efforts of students to help rebuild CANDLES Holocaust Museum in Terre Haute, <http://www.indstate.edu/news/news.php?newsid=161>

The emphasis on community engagement reflected in our marketing materials, website, speeches, and other promotional efforts demonstrates not only the priority the university administration has placed on community engagement but also the tremendous response this initiative has received from units across campus.

B. INSTITUTIONAL COMMITMENT

1. DOES THE EXECUTIVE LEADERSHIP (PRESIDENT, PROVOST, CHANCELLOR, TRUSTEES, ETC.) OF THE INSTITUTION COMMUNICATE EXPLICITLY TO PROMOTE COMMUNITY ENGAGEMENT AS A PRIORITY?

Yes. The President consistently reiterates the importance of community engagement to the campus. An excellent example of this occurs in his annual fall address to the campus. These are designed to provide a summary of the previous year as well as to set the direction of the campus for the upcoming academic year. Over the past several years, the President has taken this opportunity to direct the campus' attention to community engagement as a priority. In Fall 1993, he set the stage for community engagement to become a campus priority by referencing the creation of the Center for Public Service and Community Engagement and stating:

The third strategic area is community engagement and economic development. ISU is an AASCU university. AASCU institutions were traditionally teacher preparatory schools, but today their roles have expanded and, in addition to the traditional roles of teaching and creating new knowledge, they are now recognized as being stewards of place. What does that mean? It means we believe our teaching programs should be relevant to external demand, that our research should be robust, not only theoretically in terms of the development of new knowledge, but that we apply our research to address state needs and value faculty work in doing that, and that we commit to a rigorous program of community engagement through public service and applied learning opportunities.

The President reiterated the importance of being an engaged campus in his fall 2005 campus address. After recognizing numerous examples of faculty, staff, and administration involved in the community, he summarized the campus commitment.

I am pleased with the evidence that suggests you have taken experiential learning and community engagement to heart, and that you are expanding opportunities for students in these two key areas. I urge you to continue what you are doing, to share what you are doing with each other, with potential students and their families, with business and industry leaders, and with policy makers around the state. We will help you do this.

In May 2006, the University published an economic impact study. Although the study's major focus was upon the dollars generated by ISU, President Benjamin took the opportunity to highlight the importance of community engagement in the University's press release:

I am proud of the economic impact Indiana State University has on the region and the state. However, I am even more proud of the engagement activities outlined in the report. Solving problems for area business and industry, providing free immunizations and physicals, and building a Habitat home for a single mother and her children are just a few of the examples of the impact a university can have on its community. The collective efforts of our students, faculty, staff and alumni positively impact countless lives in ways that numbers simply cannot relate.

The President also updates the Board of Trustees six times a year. The Board has been consistently apprised of our progress on community engagement and they have made several public statements in support of both experiential learning and community engagement.

The Provost raises community engagement publicly as well, but his impact comes primarily through the messages he sends in implementing new initiatives. Our distinctive programs initiative contains the criterion of “consistency with the vision of ISU becoming a pre-eminent institution known for community engagement and experiential learning,” (http://www.indstate.edu/acad-aff/doc/distinctive_program_app.doc).

The University’s Promising Scholars program initiative is a competitive institutional grant program designed to provide funding to junior faculty to support their research and work. Community engagement is prominently placed as a major consideration in this program, being mentioned twice within the following criteria given to faculty:

- (1) Is derived from the knowledge base in your field
- (2) Impacts students
- (3) Supports your development in teaching and scholarship in experiential learning and/or community engagement
- (4) Advances the goals/mission of your department, college, and the University
- (5) Contributes to the knowledge base of experiential learning and community engagement (http://www.indstate.edu/acad-aff/doc/promising_scholars_app.doc)

Community engagement is communicated as a campus priority during the newly extended faculty orientation program. Faculty are informed of funding opportunities and offered support for documenting the scholarship of engagement through this program.

By consistently placing community engagement as a main criterion for university initiatives, the Provost sends a clear message to the ISU campus. Our faculty and students have responded by engaging in meaningful projects.

2. DOES THE INSTITUTION HAVE A COORDINATING INFRASTRUCTURE (CENTER, OFFICE, ETC.) TO SUPPORT AND ADVANCE COMMUNITY ENGAGEMENT?

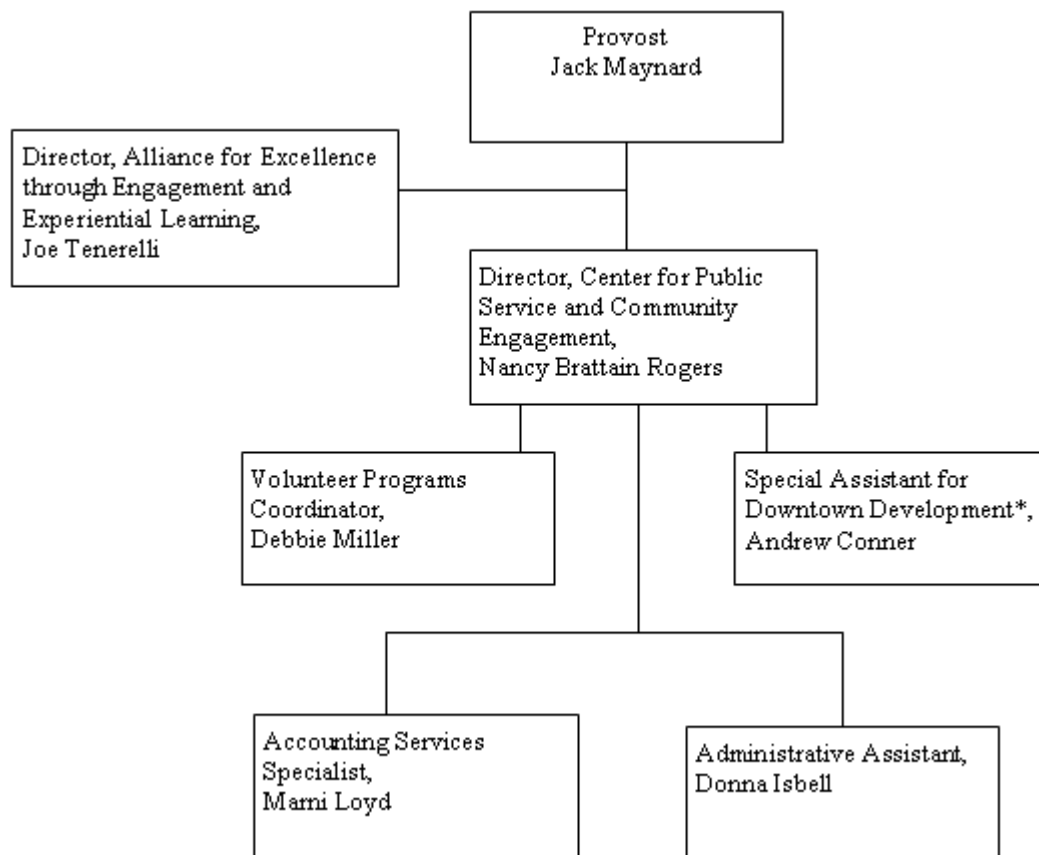
Yes. The *Center for Public Service and Community Engagement* (CPSCE) was established at ISU in 2001 to serve as a “front door” to the resources of the University. CPSCE coordinates the University’s outreach mission and community engagement activities, including service learning, economic development, and community-based research. CPSCE staff work directly with external partners and ISU faculty, staff, and students to enhance the quality of life in the state and region. Currently, CPSCE coordinates the following ongoing programs and activities:

- American Humanics is an interdisciplinary certificate for undergraduate and graduate students who want to prepare for a career in nonprofit organization management.
- The Alternative Spring Break program offers an opportunity for students to travel during spring break week to complete an intensive service project. Academic credit is available for this experience. A fall service trip is taken to Chicago every year.
- The Alliance for Excellence through Engagement and Experiential Learning awards mini-grants and graduate, undergraduate, and faculty fellowships for community engagement activities, including community-based research.
- The local AmeriCorps program, Sycamore Service Corps, is coordinated through CPSCE. Forty members served during 2005-06. Forty-five will be placed in 2006-07.
- The Midwest Campus Compact Citizen Scholar Fellowship Program allows Federal Work Study students to complete their work requirements in local nonprofit organizations and earn an additional \$1000 educational award from AmeriCorps.

- Focus Indiana is a collaborative project with the ISU Career Center that provides internship scholarships and financial support for faculty and departments engaged in service-learning through the Liberal Learning in Action program.

In addition, CPSCE coordinates campus-wide service projects, volunteerism, and service-learning, and it collaborates on several community-wide initiatives. ISU participates in two national and one local day of service, including National Youth Service Day, MLK Jr. Day of Service, and Days of Caring, a local event sponsored by the United Way of the Wabash Valley. The Director of CPSCE serves as the University's primary liaison to Indiana Campus Compact. Two new projects in CPSCE include the development of a Civic Leadership Certificate program for undergraduate students and the creation of a national, online journal focused on community engagement and experiential learning. CPSCE staff members also are actively involved in grant writing and administer over \$500,000 in external funds each year.

CPSCE ORGANIZATIONAL CHART



*The Special Assistant for Downtown Development is a 25% appointment. The remaining 75% of this position is Director of Downtown Haute, Inc.

POSITION DESCRIPTIONS FOR CPSCE PROFESSIONAL STAFF

The **Director of the Center for Public Service and Community Engagement** reports to the Provost. Her responsibilities include:

- Provide support and resources to faculty interested in the integration of service-learning, internships, and other types of community-based learning into their teaching, research, and service
- Develop and maintain collaborative relationships with external organizations, including government, business and industry, and nonprofit organizations
- Support campus-wide development of student volunteerism and public service
- Serve as the Campus Director of the American Humanics program and Executive Director of Sycamore Services Corps
- Serve as the University representative to appropriate external organizations including Indiana Campus Compact, Indiana Office of Faith-Based and Community Initiatives, and Corporation of National and Community Service
- Oversee coordination of campus-wide service opportunities, including National Days of Service, Alternative Spring Break, and AmeriCorps
- Coordinate faculty development and training opportunities related to community engagement and experiential learning, including administration of instructional support mini-grant programs
- Oversee budget development and administration within CPSCE
- Work with internal and external advisory groups
- Coordinate distinguished service award, student service-learning award, and other campus-wide recognition
- Select, train, supervise, and evaluate CPSCE staff
- Develop grant proposals and other external resources for CPSCE

The **Volunteer Programs Coordinator** serves as the Project Director for Sycamore Service Corps and Midwest Campus Compact Citizen Scholar Fellowship Program. Her responsibilities fall under two categories:

AmeriCorps Responsibilities:

- Serve as Program Director for AmeriCorps program
- Recruit and place AmeriCorps members
- Recruit host agencies for placement sites
- Provide training and orientation for AmeriCorps site supervisors
- Plan and facilitate AmeriCorps member training
- Oversee the monitoring of placement sites and AmeriCorps member activities
- Conduct program administration and management – member files, payroll, and performance issues
- Develop handbooks and orientation materials for AmeriCorps members
- Develop and organize recognition and appreciation events for AmeriCorps
- Attend and participate in state meetings and conferences
- Develop monthly training programs

Volunteer Management Responsibilities:

- Develop and implement a campus-wide training for service-learning students and other volunteers
- Provide volunteer training to departments, classes, and student organizations
- Coordinate campus-wide service projects (such as National Youth Service Day, Days of Caring)
- Develop and organize campus-wide recognition/appreciation events for public service
- Provide placement assistance for volunteer activities to individual students and student organizations
- Oversee implementation of searchable, online volunteer database
- Participate in campus-wide assessment of volunteerism and service-learning

The **Director of the Alliance for Excellence through Engagement and Experiential Learning** serves as a campus advocate for community engagement and experiential learning and supports University-wide development of experiential and community based learning experiences, including internships, undergraduate research, and service-learning. Specific responsibilities of the fellowship may include:

- Coordination with Academic Affairs of University-wide assessment of faculty and student experiences with internships, volunteerism, service-learning, and other types of experiential learning
- Work with the Curriculum and Academic Affairs Committee to identify interest and possible criteria for designating courses as “service-learning” courses
- In conjunction with the Center for Instruction, Research, and Technology, identify or develop appropriate outcomes assessment tools for experiential learning for use by faculty and academic units
- Work with Office of Sponsored Programs to identify funding opportunities for community engagement and experiential learning activities, disseminate that information to academic units, and provide support when needed.
- Participate in development of proposals for campus-wide activities through CPSCE.

3. a. ARE THERE INTERNAL BUDGETARY ALLOCATIONS DEDICATED TO SUPPORTING INSTITUTIONAL ENGAGEMENT WITH THE COMMUNITY?

Yes. CPSCE receives a total operating budget of \$310,651. In addition, \$48,000 of internal funds supports a community engagement/experiential learning mini-grant program.

b. IS THERE EXTERNAL FUNDING DEDICATED TO SUPPORTING INSTITUTIONAL ENGAGEMENT WITH COMMUNITY?

Yes. Community engagement is supported through grants and contracts managed by the University and the ISU Foundation.

The ISU Office of Sponsored Programs provides the opportunity for faculty and staff to designate their grants as having a community engagement focus on the proposal routing form. During the 05-06 fiscal year, there were 93 funded projects totaling \$4,617,766 with the community engagement designation. The following examples illustrate ISU’s externally funded engagement activities:

- *Writing Through the Arts* is a unique professional development opportunity for teachers of grades 2 through 12. This standards-guided, performance assessed professional development uses the arts as a means for improving the content area of student writing. Writing Through the Arts participants will improve student writing capabilities and assist them in meeting state writing standards. Attributes of Writing Through the Arts include:
 - Ongoing emphasis placed on writing and writing development standards 4, 5 and 6;
 - Continued development of students' higher order thinking skills;
 - Support of active engagement and involvement of teachers, principals, parents and communities; and
 - Building support for learning in the arts as a part of the regular core curriculum.
 - Integrating a comprehensive approach of inquiry with elements of school reform.

PI: Diana Quatroche, Department of Early, Elementary, and Special Education
 Funding Agency: Indiana Commission for Higher Education
 Funding Amount: \$198,162

- The *Indiana Creative Problem Solving Initiative* (CPS-I) began by teaching a powerful change method known as Creative Problem Solving through a licensed agreement with the Creative Problem Solving Group, Inc. (Williamsville, NY). CPS-I has evolved to incorporate several facilitation methodologies. CPS-I serves educational institutions and other organizations throughout the state.

PI: Leah Nellis, Blumberg Center for Interdisciplinary Studies in Special Education
 Funding Agency: Indiana Department of Education
 Funding Amount: \$975,000

- *Project PRE* is a US Department of Education Title II, Teacher Quality Enhancement grant that has been provided to the ISU/PDS partnership and is designed to impact teacher quality at the pre-service, induction and professional development levels. A major component of the grant is to provide professional development activities to practicing professionals in partner PDS (Professional Development School) sites and districts. ISU participants include the College of Education, Arts and Sciences, Business, and Health and Human Performance.

PI: Irene Brock, Department of Elementary, Early, and Special Education
 Funding Agency: United States Department of Education
 Funding Amount: \$3,900,000

- *Sycamore Service Corps* is a state AmeriCorps program. During the 2005-06 academic year, this grant supported the placement of 40 part-time AmeriCorps members with 14 non-profit organizations.

PI: Nancy Brattain Rogers, Center for Public Service and Community Engagement
 Funding Agency: Indiana Office of Faith-Based and Community Initiatives
 Funding Amount: \$126,000

The ISU Foundation is the recipient of 4 grants from the Lilly Endowment that directly support community engagement.

- *Focus Indiana* is a five-year project funded through the Lilly Endowment's Initiative to Promote Opportunity through Educational Collaborations, aimed at the creation of career opportunities for ISU graduates. The project started in January 2004. Several programs are funded through Focus Indiana, including the appointment of an intern coordinator to the Career Center. Another primary component of the project is the provision of scholarships to students completing internships in targeted geographic regions, social-entrepreneurial organizations, and entrepreneurial businesses. The Liberal Learning in Action program provides mini-grants to faculty who create community-based experiences in courses. Focus Indiana is directed through CPSCE.

PI: Nancy Rogers, Center for Public Service and Community Engagement
Funding Amount: \$1,000,000

- *Fulfilling the Promise* is a five-year project funded through the Lilly Endowment's Initiative to Recruit and Retain Intellectual Capital. This project supports the University's strategic plan to attain a high level of preeminence in Indiana, the mid-west region and the nation. Three distinct initiatives are funded through this grant. The first initiative, the Alliance for Engagement through Excellence and Experience, supports the creative work and research of faculty and students who will serve as leaders in developing a national reputation for experiential learning and community engagement. The second initiative, Program of Faculty Support to "Fulfill the Promise" is designed to develop opportunities for exceptional faculty and thereby encourage their retention at Indiana State University. The third initiative, Programs of Distinction, identifies programs for extraordinary support to assist these academic programs in attaining or maintaining national or regional recognition for the quality of their work.

PI: Jack Maynard, Office of the Provost and Vice President for Academic Affairs
Funding Amount: \$3,000,000

- The *Extending Teacher Creativity* project brings together past recipients of the Lilly Endowment Teacher Creativity Fellowship and provides resources for a three day teacher renewal workshop to prepare teachers to return to the classroom for another academic year. The workshop serves approximately 100 Indiana teachers each summer. Off-shoots of the summer workshop include a fall and spring meeting in Indianapolis to provide mid-year support touchpoints for the Lilly Fellows, and a Teachers' Academy where five Lilly Fellows are selected to come to ISU for a week to pursue professional development in depth and to serve as a guest lecturer to ISU students.

PI: Susan Powers, Curriculum, Instruction, and Media Technology
Funding Agency: Lilly Endowment
Funding Amount: \$166,946

- Created in 2003 with a grant from the Lilly Endowment, *Networks Financial Institute* (NFI) at ISU works to facilitate broad collaborative thinking, dialogue and progress in the evolving financial services marketplace through targeted strategic initiatives in education, outreach, and research. NFI's activities are designed to achieve its mission in three primary areas:
 - To be an objective thought leader and positive catalyst for change through research, education, and the facilitation of informed dialogue
 - To develop a more knowledgeable community of financial consumers through effective educational leadership and targeted program development, modeling and implementation
 - To develop tomorrow's financial services industry leaders today
 NFI works at the state, national, and international levels to support informed decision and policy making by the industry's leaders. The Institute's work is focused in three primary areas of research: industry regulation, financial literacy, and financing of economic development.

PI: Jack Maynard, Office of the Provost and Vice President for Academic Affairs

Funding Agency: Lilly Endowment

Funding Amount: \$20,000,000

c. IS THERE FUNDRAISING DIRECTED TO COMMUNITY ENGAGEMENT?

Yes. As illustrated by the following two examples, fundraising has enhanced community engagement at the University. In 2006, a \$40,000 gift from Hamilton Center, Inc. will allow ISU to conduct an annual mental health conference to provide instruction and valuable experiences for professionals in the field. This gift to the Department of Social Work was matched 125% by the Lilly Endowment, resulting in a total of \$90,000. The gift will go toward three conferences, two of which are already established – a mental health conference for social workers and a multi-disciplinary mental conference with the ISU Psychology Department. New this year as a result of the gift is a management and social services conference.

A gift of \$221,000 from Rex Breeden funds initiatives related to career preparation of undergraduate students. The Rex Breeden Internship Institute is an event that brings industry and education together through education of and promotion of experiential learning. The event provides presentations as well as opportunities for idea sharing about a variety of internship related topics, enhancement of efforts regarding industry and educational partnerships, and student education about the value of and essential preparation for gaining beneficial internships. The event encompasses a state wide audience, for educational staff, faculty, and employers, as well as students. This endowment also funds “Real World 101,” an intensive employer shadowing program for Arts and Sciences students offered annually during the spring break week.

ISU is in the silent phase of the University's Comprehensive Campaign. Activities related to community engagement are a key part of the campaign. A case statement designed to attract donors makes this clear:

Because we place such emphasis on applying what is learned in the classroom in professional settings, we must continue to support our students in internships, community engagement, and experiential learning. For example, external funding enabled ISU's Department of English to offer stipends to students involved in

internships in publishing, public relations, marketing and research. Each Department in the University had need for funds to support students in these life-defining experiences.

In addition to supporting internships, the capital campaign will fund the following projects with explicit community engagement components.

- The *Promising Scholars* program provides financial support to up to 16 new faculty members each year. Proposals for this program are evaluated according to the extent that a project:
 - Is derived from the knowledge base in the faculty member's field;
 - Impacts students;
 - Supports faculty development in teaching and scholarship in experiential learning and/or community engagement;
 - Advances the goals/mission of the faculty member's department, college, and the University; and
 - Contributes to the knowledge base of experiential learning and community engagement. Recently funded projects include a study of worship traditions in the Wabash Valley, an evaluation of childhood obesity programs, and the development of a social justice, service-learning program in Women's Studies.
- The *Research Center for Local History and Culture* sponsors and supports student and student-faculty research into the people and heritage of Indiana and Illinois. The affiliated faculty members work with students through a wide variety of courses and in a range of subjects. These include, but are not limited to: history, folklore, African-American Studies, communications, and foreign languages. Students conduct research in the community, engaging the history and people of the region outside the classroom in a number of settings and forums. Finally, the Center and its affiliated faculty serve as an academic resource for members of the broader community.
- The *Motor Sports Management* minor is collaboratively offered by the Colleges of Business, Technology, and Health and Human Performance. The minor prepares students to work in Indiana's growing motorsports industry and supports the Indiana Economic Development Corporation's motorsports initiative.
- *Networks Financial Institute* provides support for outstanding students who are preparing for careers in the financial services industry and has served the needs of Indiana citizens through the "Money Bus," a mobile financial literacy classroom.
- The director and faculty advisory committee of *ISU's University Honors Program* are currently revising the existing curriculum, with the goals of enhancing the size and rigor of program requirements, increasing participation from academic units beyond the College of Arts and Sciences, and strengthening the alignment between the Honors Program mission and the institution's commitment to engagement (experiential learning, community engagement). Working drafts of the revised curriculum propose components of Honors elective credit for community engagement activities, including internships and directed research centered on community problems, as well as civic leadership certification.

4. a. ARE THERE SYSTEMATIC CAMPUS-WIDE ASSESSMENT OR RECORDING MECHANISMS TO EVALUATE AND/OR TRACK INSTITUTIONAL ENGAGEMENT IN COMMUNITY?

Yes. The University has developed a series of indicators to track institutional performance in the area of community engagement. The first of these is tracking progress on components of the Vision statement. The sixth component area is titled “Diversity and Civic Engagement”. Within this category, the Office of Strategic Planning, Institutional Research, and Effectiveness (OSPIRE) tracks the following goals:

- Increase the number of faculty participating in service-learning and other community engagement activities in 2010 to 15% over the baseline of those reporting in 2005.
- Recognition of faculty, staff, and students for commitment to leadership and community engagement by presenting 3 awards per year by 2010.
- Increase the number of students who are civically engaged
 - Increase percentage of freshmen who reported voting to 40% of the cohort in 2010.
 - Increase percentage of seniors who reported voting to 50% of the class in 2010.
 - Increase the percentage of freshmen who report performing community service/volunteer work to 70% and seniors to 90% by 2010.
- Exceed doctoral-intensive scores on the National Survey of Student Engagement on the “enriching educational experiences” benchmark.

Measurements related to community engagement found in other components of the vision statement include increasing the number of external grants awarded that incorporate community engagement. Sources for the measures include grant applications (OSPIRE tracks those incorporating community engagement), the National Survey of Student Engagement (NSSE), internal student surveys, and an electronic faculty annual reporting system that includes questions specifically designed to track engagement and experiential learning activities.

Some of the initiatives related to community engagement have been funded through a grant by the Lilly Endowment. We report on progress to Lilly twice a year.

Finally, in addition to tracking information, we also require departments to file annual reports which ask department chairs to reflect and report directly on community engagement activities in their departments. The specific questions asked are:

- Please summarize your faculty’s efforts in community engagement this year.
- Are you satisfied? What additional activities would you like to have seen done?
- How do you see community engagement activities fitting in with your department in the future?

b. DOES THE INSTITUTION USE THE DATA FROM ANY OF THE TRACKING MECHANISMS?

Yes. Many of the tracking mechanisms are fairly new. However, ISU’s tracking of progress on the Lilly endowment funded initiatives is an excellent example of how the University can use data to improve results in community engagement. A team meets several months before the end of the reporting period to determine whether projects identified in the grant are on track. Adjustments are made accordingly to ensure that we are able to meet the expectations of the grantor for each reporting period. Most of these initiatives include a community engagement component.

Departments are reviewed every year through the annual reporting process. Departments that do especially well are noted by the President and those who report no progress are raised in discussions between the Provost and Deans.

We also use the data to inform the campus and community of our successes in community engagement through the annual report, the recent economic impact study, and regular feature articles in publications throughout the state.

5. IS COMMUNITY ENGAGEMENT DEFINED AND PLANNED FOR IN THE STRATEGIC PLANS OF THE INSTITUTION?

Yes. Community engagement is one of three strategic initiatives identified in the strategic plan to help ISU achieve a reputation for excellence and a new niche in Indiana's landscape. The two others, distinctive programs and especially experiential learning, are linked to community engagement. ISU has defined community engagement in its planning document with the following:

The development of collaborative partnerships between education, business, social services, and government that contribute to the academic mission of the University and directly benefit the community. Community engagement at ISU includes activities in the teaching, research, and service endeavors of faculty, students, and staff. Examples of community engagement activities include:

- Technical assistance and applied research to help increase understanding of a local or regional problem or test solutions for that problem;
- Lectures, seminars, and other public forums that provide a neutral place to explore community issues;
- Extension of learning beyond the University walls and into the community.
- Enriching the cultural life of the community;
- Service, including internships and service-learning, which directly benefits the public;
- Economic development initiatives, including technology transfer and support for small businesses; and
- Involvement of community members in planning and decision making activities of the University.

6. DOES THE INSTITUTION PROVIDE PROFESSIONAL DEVELOPMENT SUPPORT FOR FACULTY AND/OR STAFF WHO ENGAGE WITH COMMUNITY?

Yes. The Center for Instruction, Research, and Technology (CIRT) coordinates professional development for faculty. Recent CIRT programs have focused on developing and assessing internship experiences, service-learning, and documenting the scholarship of engagement. During the 2005-06 year, the Career Center created and facilitated four interest groups related to internship development, assessment, risk management, and monitoring. The Career Center also developed the internship manual to assist faculty with internship development. CPSCE provides direct consultation to faculty who are interested in developing service-learning experiences. CPSCE staff also work directly with faculty recipients of community engagement mini-grants to ensure high quality projects. In addition, CPSCE has developed a service-learning manual for

faculty. During the 2004-05 year, CPSCE facilitated a faculty learning community focused on the scholarship of engagement. Currently, CPSCE is facilitating a faculty learning community focused on outreach and youth work. The Office of Academic Affairs coordinates an extended new faculty orientation program with monthly programs. Each year, community engagement is the focus of one of those presentations. Finally, ISU is an active member of Indiana Campus Compact (ICC). Support is provided to faculty to attend ICC events. In 2005, ISU hosted an ICC regional summit.

7. DOES THE COMMUNITY HAVE A “VOICE” OR ROLE IN INSTITUTIONAL OR DEPARTMENTAL PLANNING FOR COMMUNITY ENGAGEMENT?

Yes. Many academic units utilize advisory boards to provide feedback and guidance related to curriculum. For example, the Management Information System (MIS) program’s advisory board consists of between 12 and 36 industry practitioners, many of whom are ISU alumni, who meet bi-annually to review and discuss curriculum and other initiatives. In addition to providing advice, board members often serve as MIS speakers and host field trips. Similar advisory boards provide direction to the Colleges of Technology, Nursing, and Health and Human Performance. In the College of Education, advisory boards guide the work of the Blumberg Center for Interdisciplinary Studies in Special Education, Professional Development School Partnership, Department of Educational Leadership and Administrative Foundations, and the Student Counseling Program.

At the institutional level, the Indiana Humanities Council and ISU have cosponsored a regional summit for two years. The purpose of the summit is to convene business, education, nonprofit, and government leaders to discuss critical community issues. A roundtable format is used. The discussion focuses on the current and potential contributions each sector—including higher education—can make to solving critical community issues. In 2003, community partners from the private, public, and nonprofit sectors participated in a university-wide retreat to set priorities for the institution’s strategic plan.

OPTIONAL DOCUMENTATION

1. DOES THE INSTITUTION HAVE SEARCH/RECRUITMENT POLICIES THAT ENCOURAGE THE HIRING OF FACULTY WITH EXPERTISE IN AND COMMITMENT TO COMMUNITY ENGAGEMENT?

Yes. In recent years we have purposely targeted faculty who are interested in applying their expertise to community engagement. The following is an excerpt from the advertisement we placed in the Chronicle of Higher Education last year to announce open faculty positions. This emphasis on community engagement is replicated in charges made to search committees by the Provost and Deans.

Supporting Indiana State University’s New Vision

Through sustained excellence in experiential learning and community engagement, Indiana State University will achieve recognition as a preeminent university among its peers. Indiana State will be recognized as an institution that integrates teaching and research for high achieving, goal-oriented students who

seek opportunities for personal, professional and intellectual growth on a diverse, civically engaged campus. From their first day, students are actively challenged by high-quality, experiential academic programs and are supported by personal attention from our dedicated faculty and staff who inspire students to create and apply knowledge through dynamic partnerships with the community and the world. Our graduates are valued for their demonstrated knowledge and expertise, active citizenship and leadership qualities. The path to Pre-eminence seeks the creation of an educational environment in which students, faculty, and staff can engage and be challenged. Indiana State University's rise to a position of pre-eminence will be grounded in developing distinction in experiential learning and community engagement as well as in selected programs. Experiential learning is accomplished through the hands-on application of theory to practice, while student engagement and outreach is fostered through persistent and personal faculty reinforcement. Experiential learning can be accomplished through a number of activities, including research and scholarly activity, internships, co-ops, and service projects, and in a variety of settings. Indiana State's objective is to offer opportunities that are truly distinctive and of such quality that the institution gains a national reputation in this area. Community engagement is the development of collaborative partnerships among education, business, social services, government, and others that contribute to the academic mission of the University and directly benefit the community, state, and nation. The application of Indiana State's resources to community issues through teaching, research, and service provides tremendous learning opportunities for students and faculty. Indiana State University seeks to become a national leader in integrated teaching and research, providing opportunities for goal-oriented students, shaping student interest in civic engagement, and facilitating dynamic partnership opportunities for learning.

Investing in Our Vision

Indiana State has received numerous grants including a recent \$3 million boost from the Lilly Endowment to support further expansion of experiential learning and community engagement activities and develop select academic programs to a level of national pre-eminence. The grant will continue the work initiated under the campus' "Fulfilling the Promise" plan for implementing Indiana State's vision to engage undergraduates in research and to connect learning to the community through service learning projects and public service activities. Our vision is to create an educational environment that will attract and retain greater numbers of high-ability students and quality faculty and staff that will allow Indiana State to create the intellectual capital needed to drive applied research within business and industry throughout the state of Indiana and beyond. Indiana State University is a doctoral/research-intensive, residential university serving nearly 11,400 students. Indiana State offers quality education in a learning-centered environment where the faculty-student relationship is paramount. Graduate students represent 16.8 percent of the student population while U.S. minorities make up 15 percent. International students represent 3.6 percent of the student body. The University delivers instruction at the associate, bachelor's, master's, and doctoral levels

through its Colleges of Arts and Sciences, Education, Business, Nursing, Technology, and Health and Human Performance, and its School of Graduate Studies. With more than 100 degree programs and a comprehensive array of student organizations and activities, Indiana State offers the opportunities and excitement of a large university while maintaining a nurturing environment through personalized attention and small classes.

3. DO STUDENTS HAVE A “VOICE” OR LEADERSHIP ROLE IN COMMUNITY ENGAGEMENT?

Yes. ISU students actively provide leadership for community engagement activities through curricular and co-curricular activities. Graduate students in CPSCE provide primary leadership for a number of programs including Raise Your Voice: A Day at the State House, the annual fall service-learning trip, Martin Luther King Jr. Day of Service, and the Alternative Spring Break. In addition, undergraduate and graduate students across the campus regularly organize and lead community engagement activities. The following section highlights six student-led activities.

The American Humanics Student Association coordinates ISU’s participation in **National Youth Service Day**. A committee of students is responsible for identifying service sites, recruiting volunteers, and coordinating work assignments. Between 100 and 150 students have volunteered for National Youth Service Day each of the past two years.

Sycamore Technology Solutions (STS) is a student-managed and operated company designed to fulfill the technology goals and support needs of the United Way member agencies and other not-for-profit organizations. STS was created to give junior and senior students majoring in Computer Science, Electronics and Computer Science, Information Technology, Management Information Systems or other computer-related majors a chance to get some real world experience in their fields. Students who intern for the Office of Information Technology become part of the Sycamore Technology Solutions company. Interns work together to assist not-for-profit agencies in the Wabash Valley with their technology goals and support needs. Areas considered might include web-site hosting, assistance with software, technology problem solving, technology plans/proposal development, technological literacy and training, etc.

Sycamore Business Advisors (SBA) is a student driven organization in the College of Business that provides strategic process and business development consulting for small to midsize businesses and non-profit organizations in the region. SBA is operated in conjunction with the senior capstone course for business majors. SBA teams have consulted for organizations including Downtown Terre Haute, Imperial Lanes, Biodiesel Southern Indiana, and the Terre Haute Children’s Museum.

Take Back the Night is an international social-justice event focused on the elimination of violence against women and other marginalized groups. At ISU, Take Back the Night is organized by students in Women’s Studies 475: Student Activism in Theory and Practice. Students are responsible for all aspects of the program including organizing the rally, march, and K-12 Take Back the Night Art and Essay Contest, soliciting sponsors, and marketing the program. The art and essay contest requires students to determine the theme of the contest and its guidelines, write and rewrite the letters inviting teacher/students to participate, judge contest entries, and creatively post entries at the local mall. Each year several hundred K-12 students participate in the program, in addition to several hundred ISU students and community members who attend the march and rally.

The **Alternative Spring Break** program allows students the opportunity to provide a week of intensive service during the University's spring break. In 2006, 38 students traveled to the Gulf Coast to assist with relief efforts in Biloxi, MS and St. Bernard's Parish, LA. Students are responsible for planning the trip with the assistance of a graduate assistant in CPSCE. This program is cosponsored by the Office of Student Activities and Organizations and CPSCE.

ISU is a participant in the **American Democracy Project**, a multi-campus initiative that seeks to create an intellectual and experiential understanding of civic engagement for undergraduates enrolled at institutions that are members of the American Association of State Colleges and Universities. Two ISU American Democracy Project activities have been student-led. *Pizza and Politics* is a monthly program co-sponsored by the Department of Political Science and American Democracy Project. At this monthly event, groups of students organize a panel discussion regarding a timely political issue. Panelists have included students, faculty, public officials, and community representatives. The 4002 in 2004 campaign was a student led voter turnout campaign with the goal of seeing 4002 ISU new student voters participate in the national elections November 2, 2004.

In addition to these activities, students have written grants with the support of CPSCE to fund community engagement activities. In 2005-06, grants from Indiana Campus Compact, American Humanics, and the Wabash Valley Community Foundation supported the ISU Habitat Build, a community forum for nonprofit leaders, and National Youth Service Day.

CATEGORIES OF COMMUNITY ENGAGEMENT

A. Curricular Engagement

1. A. DOES THE INSTITUTION HAVE A DEFINITION AND A PROCESS FOR IDENTIFYING SERVICE LEARNING (COMMUNITY-BASED LEARNING) COURSES?

Yes. The following process for designating service-learning courses was approved by the Alliance for Excellence through Engagement and Experiential Learning and the Curriculum and Academic Affairs Committee of the Faculty Senate during the 2006 spring semester and will be implemented during the fall 2006 semester.

Criteria for the Service-Learning Class:

A class will be identified as a service-learning class if it is judged to have met the following criteria:

- Class content meets or exceeds the minimum service component of 10 hours. Service is defined as activity or work in the community space (off-campus) and in interaction with community members.
- The class must create opportunities for real engagement. Community benefits must be clearly defined. The nature and reciprocity of interaction with community partners/members must be specified.
- The course must have clearly defined and demonstrable learning objectives, aligned with the goals of the course, liberal learning, and the values of the institution.
- The class must have a reflection component.

Categories of Service-Learning

“Pure” Service-Learning – The core idea in this type of course is community service. Students enroll in these courses because they are interested in volunteerism, student activism, and civic engagement. The academic purpose of this type of course is to prepare students for active and informed civic participation. An alternative spring break course is an example of “pure” service-learning.

Discipline Based Service-Learning – Students provide service throughout the semester and reflect on experiences using course content as a basis of analysis. Discipline based service-learning courses are found in professional programs, liberal arts courses, and basic studies.

Problem Based Service-Learning – Students serve as “consultants” for a community client. This model is based on the presumption that students have an established base of knowledge and expertise. Individuals or teams of students work with a community organization to identify a specific need and then develop a solution for the need in the form of a final product to deliver to the community partner.

Capstone Courses – Service-learning capstone courses typically are discipline based. The goal of the capstone course is to synthesize students’ understanding of their discipline. Capstone courses are useful in helping students transition from theory to practice.

Service Internships/Practicum – This type of course is discipline based and more intensive than other service-learning courses. Students typically work between 10 and 40 hours per week in the community setting. Students are required to link their service experiences with discipline based theory throughout the internship.

Undergraduate Community-Based Action Research – This type of service-learning is appropriate for students with substantial experience in community service and adequate knowledge of research methodology. Community-based action research requires students to work closely with faculty members and a community partner to design a research project that addresses a specific community need.

Review Protocol:

The service-learning designation review will be conducted by a committee composed of representatives from the CPSCE and the Alliance for Excellence through Engagement and Experiential Learning (AE3). The directors of the CPSCE and AE3 determine the membership of the review committee. The CPSCE records the results of the review process and notifies the Registrar.

Previous Process for Identifying Community-Based Learning Courses

In 2002, the Center for Teaching and Learning conducted an inventory to display and assess the range of experiential learning activities occurring within a major. Department chairs were

provided an inventory instrument that required them to identify experiential pedagogies associated with specific courses, including the following community engagement experiences:

Commissioned Project: a student-designed project that provides a professional service requested by an external agency/client

Cooperative Educational Experience: a professional experience based on a collaborative agreement between the university and a work site in which students (a) serve as paid employees or accept stipends, (b) learn or practice professional skills appropriate to their discipline, and (c) receive course credit

Culminating Experience: an extended experience (internship or student teaching) occurring at the completion of a degree program in which a student assumes the role of a practicing professional

Field Experience/Practicum/Clinical Experience: a supervised opportunity in a professional setting to learn or apply skills and knowledge suitable to one's discipline

Service Learning: an educational experience characterized by (a) relevant and meaningful service to the community, (b) a clear connection between course objectives and service activities, and (c) purposeful learning that prepares students for active civic participation.

The response rate for the inventory was 97% with 35 of 36 undergraduate departments providing information. A total of 82 majors were represented. In relation to community engagement, the inventory provided the following figures:

- ISU has 99 courses that indicate a service learning experience for students enrolled in major programs.
- A final culminating activity or extended community experience is provided in 63% of undergraduate major programs.
- Sixty-eight percent (59/87) of all undergraduate major programs provided at least one field experience/practicum/clinical experience for their students. These experiences were defined as community-based and exclusive of a final culminating activity (e.g. student teaching).
- Seventy-five percent (65/87) major programs provided at least one experience for their students in the community engagement area. On a broader level, 95% (83/87) of the departments have at least one major program in which students are enrolled in courses that have a community engagement component.

The 2002 inventory is the basis for data reported in this section.

b. HOW MANY FORMAL FOR CREDIT COURSES (SERVICE LEARNING, COMMUNITY BASED LEARNING, ETC.) WERE OFFERED IN THE MOST RECENT ACADEMIC YEAR? 164 courses

WHAT PERCENTAGE OF TOTAL COURSES? 8.2%

c. **HOW MANY DEPARTMENTS ARE REPRESENTED BY THOSE COURSES?** 31 courses

WHAT PERCENTAGE OF TOTAL DEPARTMENTS? 66%

d. **HOW MANY FACULTY TAUGHT SERVICE LEARNING OR COMMUNITY BASED LEARNING COURSES IN THE MOST RECENT ACADEMIC YEAR?** 147

WHAT PERCENTAGE OF TOTAL FACULTY? 21%

e. **HOW MANY STUDENTS PARTICIPATED IN SERVICE LEARNING OR COMMUNITY BASED LEARNING COURSES IN THE MOST RECENT ACADEMIC YEAR?** 2,661 (unduplicated)

WHAT PERCENTAGE OF TOTAL NUMBER OF STUDENTS? 29%

2. a. **ARE THERE INSTITUTIONAL OR DEPARTMENTAL (DISCIPLINARY) LEARNING OUTCOMES FOR STUDENTS' CURRICULAR ENGAGEMENT?**

Yes. There are learning outcomes for civic and community engagement at both the institutional and departmental levels. One of the goals of general education is lifelong learning, which is defined as "To help students develop the knowledge and intellectual skills that encourage participatory citizenship." This learning outcome has guided the development of our American Democracy Project activities and alternative break programs.

At the department/program level, several programs have learning outcomes for students' curricular engagement. For example, Dietetics has the following required competencies:

- Conduct community-based health promotion/disease prevention programs.
- Participate in development and evaluation of a community-based food and nutrition program.

Dietetics also has the following Community Emphasis Competencies:

- Manage nutrition care for diverse population groups across the lifespan
- Conduct community-based food and nutrition program outcome assessment/evaluation
- Develop community-based food and nutrition programs (perform)
- Participate in nutrition surveillance and monitoring of communities
- Participate in community-based research
- Participate in food and nutrition policy development and evaluation based on community needs and resources
- Consult with organizations regarding food access for target populations
- Develop a health promotion/disease prevention intervention project (perform)
- Participate in waived point-of-care testing, such as hematocrit and cholesterol levels
- Conduct general health assessment, e.g., blood pressure, vital signs

The College of Education actively assesses student performance in the field. Students in Early Childhood and Elementary Education are required to complete parental involvement

projects as part of their student teaching. Additionally, most student teachers assignments expect students to be involved in different activities of their host school.

Learning outcomes also are established for internships. Per the ISU Internship Handbook, all internships must have specific learning outcomes:

An internship is purposeful, has specific learning outcomes, provides opportunities for reflection, presents a continual challenge to the student, and incorporates active learning, with the student as an active participant in all stages of the experience from planning to evaluation.

In some academic programs, learning outcomes are established individually for each internship. In other programs, accreditation or certification requirements create a need for common learning outcomes. For example, in the Department of Recreation and Sport Management students are required to meet the following outcomes through their internship experiences:

- Administration - The major emphasis of the Internship is to provide students with the opportunity to study and observe in action the policies and practices of the agency. This includes study of the legal status of the agency, administrative relations, financial and supervisory practices, general staff relations, and the area of public relations.
- Program - The planning and implementation of recreation and sport programs and services characteristic of the agency.
- Design of Areas and Facilities - An opportunity to gain theoretical and practical experience in physical facility planning and operation: long range planning, design, and maintenance.
- General Experience - An opportunity for experience in public relations, attendance at board and committee meetings, committee work, and any other experience that will serve to broaden knowledge of the agency's functions.

b. ARE THOSE OUTCOMES SYSTEMATICALLY ASSESSED?

Yes. Several of the items on NSSE relate directly to community engagement and are used to help us assess the general education outcome of developing the knowledge and intellectual skills that encourage participatory citizenship.

In the Dietetics program learning outcomes must be documented as a requirement for accreditation through the Commission on Accreditation for Dietetics Education of the American Dietetics Association.

In the College of Education, field assessments are completed by student teacher supervisors. In the College's clinical programs (Counseling, School Psychology, and Communication Disorders), students are exclusively performance assessed on their work in the community.

Each program that provides credit for internship experiences must have a specific evaluation plan. For example, the Department of Recreation and Sport Management requires mid-term and final written evaluations from the site supervisor and student, bi-weekly written reports from the student, a narrative evaluation from the student, three monitoring phone calls with the site supervisor and student, and one monitoring visit at the site.

3. a. IS COMMUNITY ENGAGEMENT INTEGRATED INTO THE FOLLOWING CURRICULAR ACTIVITIES?

Student Research – Seventeen undergraduate and four graduate fellows received stipends from the Alliance for Excellence through Engagement and Experiential Learning each year to complete community-based research activities under the supervision of a faculty mentor. Examples of projects from the previous year include:

- *Implementation of Industrial Engineering Methods to Benefit Local Industries* – The purpose of this research fellowship was to apply the industrial engineering method, lean manufacturing concepts, to the organization of a manufacturing work cell at local industries, including Smith Aerospace Components, Columbia House, and DADC.
- *Public Participation in State Agency Rulemaking* – This project will examine the impact of citizen access procedures on state environmental regulation and provide an improved understanding of the policy impact of public comments and public participation mechanisms. Project results will allow legislators and administrators to evaluate their state's current procedures and to determine if change may be appropriate.
- *Athletic Training Undergraduate Student Clinical Engagement – Professional Development and Responsibility* – This project focused athletic training students on professional development and responsibility (e.g. medical ethics, current professional recommendations) during clinical engagement experiences. The outcome of this fellowship will be appropriate medical coverage recommendations for the ISU Athletic Medical Services, RHIT Athletic Training Services, as well as local high schools.
- *Workforce and Economic Applications* – This project was an economic development project intended to assist local communities with developing a community and economic strategy via Geographic Information System (GIS) application and develop the knowledge and skill of their workforce. The Center for Research, Enterprise, and Economic Development (CREED) has developed models to assist communities, educational systems, and employers in identifying their critical knowledge/skills gaps. The project will enable the workforce and economic development group to assess infrastructure, skill information and essential demographic information.
- *Community Information System: A Spatial Policy Framework for Using GIS to Investigate Uneven Development in Terre Haute's Urban Enterprise Zone* – The objective of the project is to develop a community information system (CIS) that focuses on the policy and planning needs of the Terre Haute Urban Enterprise Association (UEA). Using a geographic information system (GIS), a series of online resources (i.e. maps, spatial databases) were developed to assess the current patterns of development observed throughout the enterprise zone. This project utilized a mixed methods approach that combined fieldwork, online databases, and the creation of new spatial databases with UEA data. This CIS was presented to the UEA board in Spring 2006 and has been used for strategic planning purposes.

Student Leadership – Public service and community engagement is an important component of student life at ISU. Following are several examples of student organization activities that benefited the community:

- Student Government Association, Union Board, and the Residence Hall Association raised over \$1500 in quarters for the “Mile of Quarters” fundraiser that supported Hurricane Katrina Relief.
- Union Board held blood drives during Homecoming and Spring Week to support the Indiana Blood Center.
- The ISU chapter of Sistahs Book Club is a group of African American women (ISU students) who meet regularly throughout the month to discuss African American literature and literacy. During the 2005-06 academic year, the book club also led discussions with adolescent girls at the 14th and Chestnut Community Center in Terre Haute.
- Fraternities and sororities engaged in a variety of fundraisers for philanthropic organizations and causes including Muscular Dystrophy Association (Kappa Alpha Order), Council on Domestic Abuse (Alpha Chi Omega), homeless awareness (Alpha Phi Alpha), and eyesight conservation (Delta Gamma).

Internships – Internships at ISU, by definition, are a collaborative effort of the student, their academic program, and an employer. All three parties are involved in establishing outcomes, creating a work plan, and evaluating the experience. In addition, many internships at ISU have a significant public service component. For example, a primary component of the Focus Indiana internship project is the provision of scholarships to students completing internships in non-profit organizations. Since 1994, Focus Indiana has provided \$1000 scholarships to 22 interns serving non-profit organizations in Vigo County or a contiguous county. In addition, 13 interns have received scholarships to support non-profit organizations in other areas of the state.

Studies Abroad – ISU offers a variety of unique opportunities for students to engage with communities abroad. During the Fall 2005 semester, Networks Financial Institute sponsored “The Moroccan Financial System and Economic Opportunities,” a two-day conference in Casablanca focused on the contribution of the financial sector to economic development. Four Networks Scholars participated as part of the ISU delegation which was led by ISU President Lloyd Benjamin.

The Music Department had an exchange with the Shenyang Conservatory in Shenyang, China during the 2005-06 academic year. Six ISU students and 2 faculty traveled to Shenyang in May to perform and study Chinese music. Students from Shenyang also visited ISU in the spring.

The Department of Family and Consumer Sciences sponsored several faculty and 25 students to travel to Florence, Italy for a week-long program at Apicius, the Culinary Institute in Florence. Students gained hand-on experience in Mediterranean culture, Italian cuisine, hospitality and management with activities related to interior design and textiles, apparel and merchandise.

An undergraduate fellowship funded through the Fulfilling the Promise grant provided the opportunity for an undergraduate to participate in a multi-million dollar international research project with well known Scripps and Italian scientists. The purpose of the project was to generate a new understanding of the biogeochemistry and ecology of the polluted sediments of the Venice Lagoon in Italy and develop new tools to assess pollutant impact and recovery in aquatic systems.

b. HAS COMMUNITY ENGAGEMENT BEEN INTEGRATED WITH CURRICULUM ON AN INSTITUTION-WIDE LEVEL?

Opportunities for engagement are well integrated throughout the curriculum at ISU. Some examples are:

- The Liberal Learning in Action program provides funds for faculty to integrate community engagement into the *Core Curriculum*.
- During the 2006 Fall semester, *first-year* students will have the opportunity to participate in service-learning learning communities. In addition, several freshman seminars, including courses in Health and Human Performance, Nursing, and Technology, have a service-learning component.
- According to our 2003 inventory of student involvement in the *undergraduate major*, 63% of all undergraduate major programs provide a final culminating activity or extended community experience for their students. Sixty-eight percent of all undergraduate major programs provide at least one field experience, practicum, or clinical experience for their students. Seventy-five percent of major programs provide at least one community engagement experience.
- *Graduate studies* in Education, Health and Human Performance, Technology, and several programs in Arts and Science require some type of clinical experience or community-based internship.
- Advanced undergraduate students have the opportunity to take a community-based *Capstone* course for general education credit through the Women's Studies or Political Science programs. In addition, Business students must complete a community-based capstone course as a major requirement.

4. ARE THERE EXAMPLES OF FACULTY SCHOLARSHIP ASSOCIATED WITH THEIR CURRICULAR ENGAGEMENT ACHIEVEMENTS (ACTION RESEARCH STUDIES, CONFERENCE PRESENTATIONS, PEDAGOGY WORKSHOPS, JOURNAL PUBLICATIONS, ETC.)

Bierly, G., Rogers, N., & Snider, K. (2006). Creating Synergy between Learning and Service: A University Responds to the Needs of Students and Community. *Journal of Higher Education Outreach and Engagement*, 10(3), 69-92.

Bierly, G., & Rogers, N. (2006, January). *Civic engagement at the intersection of pedagogy and community: A report from the trenches at Indiana State University*. Paper presented at the International Conference on Civic Education Research, Orlando, FL.

Flurkey, D. G., & Leinenbach, M. T. (2006, February). *Joining forces to reach at-risk students: Elementary teachers, university faculty, and pre-service teachers*. Paper presented at the Annual Meeting of the Association of Teacher Educators, Atlanta, GA.

Frank, B., Adams, M. H., Edelstein, J., Speakman, E., & Sheldon, M. (2005). Community-Based Nursing Education of Prelicensure Students: Settings and Supervision. *Nursing Education Perspectives*, 26(5), 283-296.

- Frank, B (2005, September). *Critical thinking: The basis for clinical scholarship and evidence-based practice*. Presented to the Nurse Manages Meeting at Daviess County Hospital.
- Hantzis, D., & Worley, D. (2006). Maximizing collaboration for sustainable innovation. In J. L. Perry and S. G. Jones (Eds.). *Quick hits for educating citizens* (pp. 86-88). Bloomington, IN: Indiana University Press.
- Impink, R. (2006, June). *The use of poverty simulations to educate students in the community*. Paper presented at the Social Welfare Action Alliance, Chicago, IL.
- Maule, L. & Rogers, N. (2006). Moving from service to justice. In J. L. Perry and S. G. Jones (Eds.). *Quick hits for educating citizens* (pp 58-60). Bloomington, IN: Indiana University Press.
- Maule, L., Rogers, N., & Bush, J. (2005, November). *Integrating civic engagement and service-learning across the curriculum*. Paper presented at The Civic Engagement Imperative: Student Learning and the Public Good: American Association of Colleges and Universities, Providence, RI.
- Mikolaj, P. (2005). Connecting Students with the Real World: A Case Study Using Experiential Learning for Risk Management/Insurance Education. *The Journal of Risk Education*, 2(1), 13-25.
- Piechocinski, T. (2005, April). *Internships: The hidden gold of mining universities for potential employees*. Workshop presented at the Annual Meeting of the Retail Print Music Dealers Association, Biloxi, MS.
- Piechocinski, T. (2005, July). *Finding, using, and assessing interns in your music industry*. Paper presented Summer Show of the National Association of Music Merchandisers, Indiana, IN.
- Sherwood, A. L. (2004). Problem-based learning in management education: A framework for designing context. *Journal of Management Education*, 28(5), 536-548.
- Smallwood, J., & Seaman, V. (2004, October). *Serving and experiential learning as a means of linking industry to industrial technology programs*. Paper presented at the Annual Meeting of the National Association of Industrial Technology, Louisville, KY.
- Worley, D.A. (2005, November). *Engaging students in experiential learning: The American Democracy Project and Indiana State University's "4002 in 2004" campaign*. Paper presented at the 91st Annual Meeting of the National Communication Association, Boston, MA.

OUTREACH AND PARTNERSHIPS

1. INDICATE WHICH PROGRAMS ARE DEVELOPED FOR COMMUNITY:

Learning Centers

ISU has served as the “broker” of educational services in southeastern Indiana through College Cooperative Southeast since 1997. **The College Cooperative Southeast (CCS)** is a collaborative effort of the state’s postsecondary institutions to provide postsecondary education opportunities to meet needs of time- and place-bound students in Southeastern Indiana. The CCS initiative is designed to promote and increase services that enable students to access and enroll in certificate, associate, bachelor, and graduate degree programs in a wide spectrum of academic areas that will provide postsecondary credit degree completion and workforce development opportunities. The initiative identifies and responds to the individual, community, workforce, and economic needs of students and communities of Southeastern Indiana. Presently, CCS has community learning centers in ten counties.

The **South Central Educational Association, Inc** (known as the SCEA Association or the “Association”), a group of local civic leaders, and a partnership of post-secondary institutions known as the South Central Educational Alliance (referred to as the SCEA Alliance or the “Alliance” and composed of Ball State University, Indiana State University, Indiana University, Ivy Tech State College, Purdue University, and Vincennes University) was organized to expand specified educational services available to the place bound students of the six-county region known as South Central Indiana through Community Learning Centers (CLCs). This region includes: Greene, Jackson, Lawrence, Martin, Orange and Washington counties. ISU was selected to broker educational services, and to serve as fiscal agent and site manager for the SCEA, a role that continues. Presently, SCEA has six community learning centers.

The **Landsbaum Center for Health Education** provides educational facilities to second-year medical students from the Terre Haute Center for Medical Education, Indiana State University College of Nursing students, and resident-physicians in Union Hospital's Family Practice Residency Program. Attached to the Family Practice Center on the Union Hospital campus, this new educational center offers unique opportunities for health improvement and team learning through partnership and multidisciplinary education. This facility supports the educational requirements of the local healthcare community, thereby improving the quality of care available in the region.

Tutoring

Indiana Reading Corps is the largest children's literacy tutoring program in the state. It was designed to respond to President Clinton's America Reads Challenge. ISU has hosted the Indiana Reading Corps Program for 5 years. The program at ISU recruits work-study students and volunteers to tutor struggling readers who are in grades K-5. The tutoring sessions take place at the Vigo County Public Library (Main Branch) in the Lifelong Learning Center and West Terre Haute Library Branch. Students participate in 30-45 minute tutoring session for two days a week.

Members of **Sycamore Service Corps** and **Midwest Campus Compact Citizen Scholar Fellowship Program** also tutor children throughout the school year at Terre Haute Boys and Girls Club, Ryves Hall Youth Center, and 14th and Chestnut Community Center.

Extension Programs

Networks Financial Institute (NFI) is an outreach program that provides new directions in financial services for Indiana, the nation, and the world. It strives to facilitate broad, collaborative thinking, dialogue, and progress in the evolving financial services marketplace, focusing on the areas of education, outreach, and research. NFI will be a leader in preparing students for careers in the financial services industry. The program was created from a four-year grant of \$20 million received in October 2002 from **Lilly Endowment Inc.**, the largest gift in the university's history. NFI headquarters are in Indianapolis, with satellite offices in Terre Haute on the ISU campus, Washington, D.C., and a yet-to-be-determined international location. Networks will allow ISU to bring the brightest minds together, to bring faculty, students, scholars, practitioners, and executives into an educational setting that can be expanded to deal with issues in the financial services industry as they may arise. One direct way in which this is done is through the Networks Scholars program, which provides scholarships to the brightest students who are interested in the finance industry. Another is the Regulatory Reform Summit in which national leaders in the industry gather in Washington, D.C. to discuss issues in their field. One of the exciting endeavors currently underway is an effort to develop financial literacy in youth across the state. NFI has worked with elementary and middle schools to design and offer a financial literacy curriculum across the state. They have also created a "money bus" that provides students an opportunity for hands on learning.

The **Gongaware Center for Insurance Management** undertakes cooperative ventures with the insurance and financial services industry as a means of developing current personnel into industry leaders. The Center also attracts and recruits additional numbers of high ability students to ISU's Insurance and Risk Management program.

The **Small Business Development Center** provides consulting services to small businesses within the region and assists new businesses in start-up planning. The Small Business Development Center offers several services which include: free counseling, seminars on business planning and marketing, libraries containing instructional books and video tapes for the business, assistance in writing a strong business plan to help with financing, and access to CD-ROM database resources designed to quickly acquire references and recently published articles pertaining to a variety of business issues. The Center also coordinates faculty consulting services primarily targeted at larger, more complex businesses with a variety of consulting needs. In addition, the Center sponsors seminars, workshops, and leadership training for state and regional businesses. Services are provided through the SBDC on a no cost basis to small businesses. Over 400 businesses and individuals each year are served through the high-quality programs they offer.

The **Young Entrepreneur Program** is a three-day summer program for ten- to fourteen-year-olds interested in entrepreneurship. The program emphasizes entrepreneurial skills such as creativity, team building, and financial and technology knowledge.

Non-Credit Courses –

The Dewey Institute for Lifelong Learning is a non-profit, membership organization open to all adults in the Greater Wabash Valley, regardless of age or educational background. At its center are academic programs that are designed by its members and tailored to suit their interests. All of these programs (lectures, courses, and special events) are offered without concern for prerequisites, credit, or grades. Indeed, the only prerequisite for membership is a love of learning. The Dewey Institute emphasizes collaborative leadership and active member

participation. Although members volunteer their time to carry out its primary organizational responsibilities, it is the support of Indiana State University that makes these programs possible.

Evaluation Support

The **Center for State Park Research**, housed in ISU's Department of Recreation and Sport Management, is funded by the National Association of State Park Directors and provides technical assistance for the 50 state park agencies in the United States as well as serving as a clearinghouse for technical data. The technical data is collected on an annual basis and is the single national source for information on state parks. The Center provides statistical data for the U.S. Census Bureau, the annual Statistical Abstract of the United States, Lexus-Nexus, the New York Times Almanac, and various state and regional statistical agencies.

The **Office of Educational Research and Evaluation (OERE)** provides assistance to members of the faculty and staff of the College of Education and to personnel in schools and related agencies in the Terre Haute metropolitan area in the design, conduct, analysis, and dissemination of research and evaluation projects completed in educational and related settings. Services provided by the OERE include: electronic data base searching, proposal development, budgeting, forms preparation, document submission, and project management. OERE also offers research design and methods consultation for students and faculty.

Training Programs

The **Driver and Traffic Safety Center (DTSC)** is an adjunct of the Department of Health, Safety, and Environmental Health Science. DTSC serves over 500 youth drivers annually providing initial driver training. In existence since 1966, DTSC has served some 20,000 youth in the Wabash Valley. The program provides year-round services in Terre Haute, Sullivan, and South Vermillion. The DTSC additionally provides teacher education for driver education instructors and has done so since 1947. DTSC is also the West-Central Indiana home for motorcycle rider education programs, jointly sponsored with the Department of Health, Safety, and Environmental Health Sciences. The program is an innovator in providing seminar and hands-on training in motorcycle safety.

Professional Development Centers

The **Leadership Development Institute (LDI)** offers certification programs, workshops, and facilitation services using effective approaches to problem-solving leadership and professional development. The LDI promotes the application of Servant Leadership, Adaption-Innovation Theory, and Creative Problem Solving and offers a variety of courses and programs that are open to the public. Customized programs can be arranged with the Institute.

The **Center for Economic Education** helps raise the level of economic understanding in West-Central Indiana in particular and the state in general. The Center develops programs, materials, and evaluation instruments to facilitate instruction on the American economy and its role in the world economy in particular, as well as the concepts relating to market economies and free enterprise in general. The Center cooperates with schools, educational agencies, business, labor, agricultural, and community groups. Faculty and staff conduct and promote workshops, pre- and in-service training programs and other training to teachers and educational administrators from all grade levels to improve both the quality and quantity of instruction of economic concepts in the standard curriculum.

The **Professional Development School Partnership** program is a collaborative effort between the University and five area school districts. It is currently made up of 20 public schools and Indiana State University. Through this partnership, students, teachers, and administrators of the schools and the University have come together to enhance education and training at all levels for over 10 years. This program links reform and improvement in the public schools to the preparation of educators. As an important feature of the program, ideas for reform, change, and restructuring are developed in a cooperative effort between public school teachers and the University's faculty. In addition to the benefits these efforts bring to the public schools, Indiana State University education students are provided with the opportunity to gain invaluable multiple field experiences from teachers who work with the schools, the University, families, and their community. Through this method, learning is enhanced for all audiences and participants of the program.

The Center for Mathematics Education offers an operating Mathematics Teacher Resource Library where local teachers and pre-service students can check out materials to use in their classrooms to improve mathematics education in local schools. It is a place where educators, parents, and others can get products and resources to enhance the overall math learning experience for children of all ages. The library currently has more than 1,000 math resource materials available, and more will continue to be added in the coming months and years. Some of the items presently available include mathematics and literature books, storybooks, teacher resource books, software, graphing calculators, and mathematical games. The Center also sponsors programs like SMART – an after-school math tutoring program that incorporates art, music, and literature into the learning process, and is designed to give students grades 2-5 more hands-on opportunities in math and improve their chances of succeeding.

The **Blumberg Center for Interdisciplinary Studies in Special Education** was established in the fall of 1985 using funds donated by Fannie and Benjamin Blumberg to the Fannie Blumberg Memorial Fund in Special Education and the Benjamin Blumberg Memorial Fund for Gifted and Emotionally Disturbed Children. The Center was established to encourage the interdisciplinary study of populations with special needs, ranging from persons with severe disabilities to those who are gifted and talented. Over the years, it has obtained both federal and state grants focused on developing and improving services for these individuals. The Blumberg Center includes faculty, students, and staff from the Department of Communication Disorders; the Department of Elementary, Early, and Special Education; and the Department of Educational and School Psychology at ISU. Over the years, the Center has facilitated and supported the efforts of the ISU Department of Communication Disorders and Special Education and the Department of Educational and School Psychology in research and program development for the benefit of exceptional children and adults in a true collaborative spirit. The departments have many noteworthy achievements toward that end. Whether providing seed money for projects, financial assistance for travel, or other support, the Center is committed to working with both departments to continue the Blumberg legacy. As an example, the Center hosts the annual Family Learning Weekend, where families of children with dual sensory impairments can meet, share experiences, and have fun.

The **Transition to Teaching program** provides individuals who possess a bachelor's degree in business from an accredited institution of higher learning the opportunity to earn licensure certification to teach middle school and high school business courses in the state of Indiana. Admission to this program is made through the School of Education.

Teacher Academy workshops are week-long intensive summer workshops focusing on content knowledge and content teaching methods. A stipend is available for teachers from the Professional Development School partner schools who successfully complete the program; however, attendance is open to all teachers in the partner districts on a space available basis. Each year the workshops are dedicated to different educational areas. For example, in summer 2004 it was mathematics, 2005 - science/health, in 2006 it will be social science, fine arts, family and consumer science, business education, 2007 - language arts/reading, 2008 - spelling, literature, and foreign language.

The **West-Central Indiana Area Health Education Center (WCI-AHEC)** is a program designed to improve the health care of West Central Indiana through community and academic educational partnerships. Its mission is to enhance access to quality health care, particularly that of primary and preventive care, by improving the supply and distribution of health care professionals through community/academic educational partnerships.

Other

Sycamore Nursing Center (SNC) provided 250 free physical exams for both adults and children last year. Students and faculty also provided 269 children aged 1 to 18 months with free vaccinations and 160 individuals and families with continuing professional nursing care in their homes through the Home Health Care program. Last year the Home Health Care coordinator and students gave health assessments, promotions, and maintenance care in 690 homes. In total, the SNC has served almost 1,000 Hoosiers who would not have had preventative and/or nursing care if the center was not at ISU.

The **Rowe Center for Communicative Disorders** offers assessment and treatment for communication disorders. The Center's Audiology Clinic offers hearing testing and provides audiologic rehabilitation services, such as speech reading training. The Center's Speech and Language Clinic offers speech and language assessments and treatment for a wide range of speech (articulation/ESL, voice, stuttering) and language (delayed/disordered language development, aphasia, traumatic brain injury) disorders for preschoolers, school-age children, and adults at no cost. The Center enhances learning at both the undergraduate and graduate level by providing frequent opportunities for students to observe and practice classroom theories in a clinical situation. The Center includes therapy rooms with one-way mirrors and sound monitoring systems, an audiology suite, a videotaping and playback viewing suite, and a speech-science laboratory.

2. WHICH INSTITUTIONAL RESOURCES ARE SHARED WITH COMMUNITY?

Co-Curricular Student Service

The **Indiana State University Field Campus** located near Brazil, IN is a 74-acre natural setting serving Wabash Valley. It annually serves an average of over 4,500 individuals representing ISU academic and student groups as well as classes, elementary and secondary schools, special populations (people with disabilities), and corporate groups. The Field Campus has a teams course, climbing tower, and high ropes course, as well as a classroom building and multiple lakes and hiking trails. The Department of Recreation and Sport Management provides leadership to the Field Campus.

Sycamore Service Corps is a local AmeriCorps program coordinated through the Center for Public Service and Community Engagement. The program places 40 AmeriCorps members—

both ISU students and other community members—to serve 300 to 675-hour terms with local human service agencies in a five-county area.

Cultural Offerings

Indiana State University's **Department of Music** is involved in offering over one hundred concerts and events each year that enrich the lives of those living in Terre Haute and draw visitors to the campus and community. The **Mid-States Marching Band Contest** and **ISSMA Regional Marching Band Contest** combined gather over 11,000 people in ISU Memorial Stadium. The admission-free **Artist Series** brings artists and audience members from outside Terre Haute to campus. The **Contemporary Music Festival** stands alone among other music festivals by emphasizing symphonic music and featuring a major professional orchestra. In addition to drawing almost 3,800 people, the festival introduces students to the lives of professional composers, performers, and critics and helps generate public interest in 20th Century orchestral music.

The **Terre Haute Symphony** is Indiana's oldest symphony with a mission to provide high-quality symphonic music to families, young people, and veteran concertgoers in the Wabash Valley. Many of the members of the symphony are associated with the Department of Music and it is unlikely that Terre Haute would be able to support a symphony without the University.

The **Department of Theater** offers a wide variety of cultural events in the Wabash Valley. One example is High School Workshop Day, an opportunity for Indiana high school students to attend workshops with faculty and students in acting, design, technical theater, playwriting, and directing. The Department organizes the Crossroads Repertory Theatre, which provides undergraduate and graduate students the invaluable opportunity to work directly with theater professionals from places throughout the United States and from a different country each summer. The mission of Crossroads Repertory Theatre is to present compelling, thoughtful, and diverse theater in the city of Terre Haute from mid-June through late-July of each year. The program includes both classic and new plays and musicals, as well as educational programs and staged readings of new plays. Each summer, Crossroads mounts four to five plays, with six to eight performances of each play. Last summer 3,965 tickets were sold and, based on company surveys, there were audience members attending from 12 different counties in Indiana, 6 counties in Illinois, 2 counties in Ohio, and from 16 other states. Since 2000, there have been anywhere from 3,000 to 5,000 people attending these summer performances. In addition, 300 people attended performances of Crossroads Repertory Theatre productions in Mannheim and Heidelberg, Germany in May 2004 and over 350 people attended a performance of a Crossroads Repertory Theatre show in Sligo, Ireland in August 2005.

The **Department of Art** manages the University Gallery, a state-of-the-art facility with combined exhibition space of well over 2,000 square feet. The department's Visiting Artist/Scholar program brings to the University a slate of distinguished artists, art historians, and art critics who exhibit and share their insights with students and the larger community. Support for these artists and scholars comes in part from the Indiana Arts Commission and the Williamson Memorial Artist Residence/Lecture Series Endowment. In addition to the University Art Gallery, the Department of Art has two other galleries: Turman, which is located in the Fine Arts Building and used for short-term exhibits, and Bare Montgomery, located in the Fairbanks Hall and run exclusively by students. Within its attractive and intimate setting, Bare Montgomery gallery enables student artists to gain the valuable experience of placing their

artworks before the public. Students at ISU also show their work in the Student Gallery of the Hulman Memorial Student Union.

The **Office of Continuing Education** offers a wide variety of activities and courses to lifelong learners in the community:

- The **Convocations Series** offers a wide range of nationally and internationally known arts programming, ranging from Broadway musicals, ballet theatre, opera, and classical music.
- The **University Speaker's Series** brings four to five nationally recognized individuals, including political figures, journalists, and authors, to address the campus and local communities.

Athletic Offerings

ISU is a NCAA Division 1 competitor and member of the Gateway Football and Missouri Valley conferences. The intercollegiate athletics program includes: baseball, men's and women's basketball, softball, women's soccer, men's and women's track and field, men's and women's cross country, football, women's volleyball, men's and women's tennis, and golf. Basketball games are held at Hulman Center, a multi-purpose facility that hosts a variety of concerts, festivals, and other special events throughout the year. Memorial Stadium is the home to the ISU football team. A recent addition to the grounds at Memorial Stadium is a mile-long walking trail that is open to the community. Children and adolescents have access to tennis, volleyball, basketball, and soccer campus during the summer months. Indiana State University has been host to the NCAA Division 1 Cross-Country Championships during the past two years.

Library Services

As the largest university library in West-Central Indiana, with collections totaling 1,317,589, Cunningham Memorial Library of ISU serves as a critical connection to the world for many in the area and throughout the state. Community members use library computing facilities and check out ISU library materials. The government documents unit of the library is accessible to the public as an eighth Congressional District of Indiana Depository Library. In addition, the library has signed agreements with other university, community, and on-campus libraries to increase access to information resources. These include Rose-Hulman Institute of Technology, Saint Mary-of-the-Woods College, University of Southern Indiana, Vincennes University, Indiana University, Purdue University, Ball State University, University of Notre Dame, and Vigo County Public Library.

In addition to providing resources, ISU's library is active in promoting community outreach. One of the exciting examples of this is its hosting of the Wabash Valley Visions & Voices: a Digital Memory Project for West Central Indiana. This project is dedicated to the documentation and preservation of the region's history and cultural heritage in print, pictures, and sound. As a collaborative effort involving the Wabash Valley's libraries, museums, cultural organizations, local government, and community groups, the project provides free access to its digital collection via the Internet and promotes remembrance and lifelong learning. Wabash Valley Visions & Voices is designed in accordance with accepted national and state standards and will become part of the envisioned *Indiana Digital Library*. Its model is the first of its kind as it is driven by people at the grassroots level rather than being project or format based. The Wabash Valley Visions & Voices project continues to grow as new organizations, communities, and private citizens join the effort to create a regional digital repository to preserve and provide access to their history and culture as citizens of the Wabash Valley.

The library provides ongoing computer training for senior citizens at Westminster Village Retirement Community on such subjects as finding reliable health sources on the Internet and how to use Microsoft Word. In addition, the library provides instruction classes to Ivy Tech students. This fall, the library offered computer searching instruction to an Ivy Tech International Brotherhood of Electrical Workers apprentice program.

The ISU library helps high school students develop skills in library research. A number of students from Northview (Brazil), South Vermillion (Clinton), and Terre Haute high schools visit the library each semester to conduct in-depth research and receive computer instruction. Students learn basic and advanced searching methods, how to evaluate websites, and are given access and instruction on how to use the library's print and database collections for intensive research. The library also organized a training session for high school educators on searching for online information within the state-supported INSPIRE databases. This session took place at a local high school and was aimed at exposing educators to the freely accessible databases, with special emphasis on how they can introduce these resources to their students.

Technology

Indiana Packaging Research and Development Center provides a variety of services to meet the packaging design, testing, and troubleshooting needs of business and industry. Services provided by the Center comply with all recognized standards using state-of-the-art and certified equipment. Center personnel are experienced professionals who are also active researchers in the field. Customized services and training are also made available to companies.

The **Center for Systems Modeling and Simulation** is applying its academic expertise in industrial engineering and systems modeling to work with Union Hospital's Emergency Services, Columbia House's Terre Haute facility and other industrial and business organizations to help facilitate smooth, efficient work flows. The Center boasts intellectual resources in systems engineering, computer science, industrial and mechanical engineering, management information systems, finance, organizational change, and business management to analyze and simulate complex systems in manufacturing and construction, telecommunications, information systems, health care, transportation, energy and power, among other industries. The overall goal is to improve performance and to reduce costs for these organizations. This relatively new center already completed three projects last year and expects that number to grow significantly.

The **Center for Automation and Systems Integration (CASI)** is a center of excellence focused on research and development in the areas of automation, control systems, and systems integration. CASI brings together academic and industry professionals to advance the field of automation and systems integration and provides a primary means of enhancing collaborations. CASI activities include systems integration projects with industry (e.g., consultant listing and student internships); regular workshops and seminars, including the annual CASI-Tech Conference; electronic clearinghouse; research activities; grant writing; and curriculum development.

The **Center for Remote Sensing and Geographic Information Systems** was founded in 1973, and is located in the Department of Geography, Geology, and Anthropology. The Center is comprised of a research facility and a teaching facility for the applications of remote sensing and geographic information systems (GIS). Remote sensing refers to data acquired at a distance from an object and includes aerial photography, digital video data, and satellite data. GIS is a computer based information technology designed to manage, analyze, and display spatial data.

The Center assists students, faculty, and external groups with analysis and modeling of environmental problems.

Faculty Consultation

The **Technology Services Center (TSC)** offers the knowledge, talents, and resources of Indiana State University's College of Technology to regional business and industry. Through a variety of outreach activities, the center establishes and expands partnerships with area agencies, institutions, and organizations which allow for a "one stop shopping" approach to the Center's high quality training and consulting services. The TSC offers collaborative research, technical assistance, training, policy analysis, and project consultation in a wide variety of industrial and manufacturing areas. To accomplish this, the Center links clients with expert faculty professionals, outsourced talent and support, and state-of-the-art technological equipment and laboratories. The Center currently serves about 20 companies.

3. DESCRIBE REPRESENTATIVE PARTNERSHIPS THAT WERE IN PLACE DURING THE MOST RECENT ACADEMIC YEAR.

1. Partnership Name: Professional Development Schools (PDS)

Community Partners: West Vigo High School, Fayette Elementary School, DeVaney Elementary School, Terre Haute South Vigo High School, Rosedale Elementary School, Arlington High School, Fuqua Elementary School, South Vermillion High School, Staunton Elementary School, Davis Park Elementary School, Paul I. Miller School, Deming Elementary School, Raymond F. Brandes School, Sarah Scott Middle School, Terre Haute North Vigo High School, Meadows Elementary School, Southwest Parke Community Schools, West Vigo Elementary School, Chauncey Rose Middle School, Northwest High School, McFarland Environmental Studies Academy

Institutional Partner: College of Education

Purpose: Launched in the fall of 1992 with 10 schools in four area school districts, the partnership has grown during the 13 year period of its existence to 20 schools in five school districts. These schools cover all grade levels of schooling, are located in rural and urban settings, and serve high percentages of children or youth that face conditions of poverty. Most importantly, the partnership has crafted a vision for enhanced learning for all rooted in the overall purpose of linking renewal in schools to renewal in educator preparation.

Length of Partnership: 14 years

Number of faculty: 60

Number of students: 850 pre-service education students

Grant funding: \$6 million

Institution Impact: The PDS partnership has helped to "close the gap" between theory and practice and makes it possible for practice to inform theory in teacher preparation through the many experiential learnings provided by the partnership. Currently, over 60% of over 700 student field experiences per semester occur at PDS sites.

The PDS partnership has also received recognition nationally. In 1996, the partnership was selected as one of three finalists for the Distinguished Program in Teacher Education sponsored by the Association for Teacher Educators. In 1997, the partnership was invited and accepted as a member of the prestigious Holmes Partnership, making it possible for members of this partnership to interact with colleagues from across the country engaged in similar work. In

2002, the PDS partnership received the Christa McAuliffe Award for Distinguished Programs in Teacher Education sponsored by the American Association of State Colleges and Universities. **Community Impact:** School and university faculty alike have experience expanded professional development opportunities. Visiting exemplary schools, sharing professional literature, forming study teams across and within partnership sites, and setting up faculty initiated in-service program are standard operations within the partnership. To date, the PDS steering committee has approved over \$1.2 million in professional development funds. Fifty-one collaborative inquiry proposals have been or are being conducted by 137 PDS site faculty with over 50 of their colleagues from the University.

2. Partnership Name: Networks Financial Institute (NFI)

Community Partners: National Conference of State Legislators, Center for Leadership Development in Indianapolis, Indiana Financial Literacy Coalition, U.S. Department of Treasury, Indiana Humanities Council, Indiana Jump Start Coalition, Inquisitive Kids, Inc., Center for Economic Education, Indiana Department of Education

Institutional Partners: ISU's College of Business, Economics Department, College of Education

Purpose: Created in 2003 with a grant from Lilly Endowment, Networks Financial Institute at ISU works to facilitate broad, collaborative thinking, dialogue, and progress in the evolving financial services marketplace through targeted strategic initiatives in education, outreach, and research. NFI's activities are designed to achieve its mission in three primary areas:

- To be an objective thought leader and positive catalyst for change through research, education, and the facilitation of informed dialogue
- To develop a more knowledgeable community of financial consumers through effective educational leadership and targeted program development, modeling, and implementation
- To develop tomorrow's financial services industry leaders today

NFI works at the state, national, and international levels to support informed decision and policy making by the industry's leaders. NFI's work is focused in three primary areas of research: industry regulation, financial literacy, and financing of economic development. Through an active research program which engages academic and industry experts from top universities and institutions in the United States and around the world, NFI seeks to connect the best thinkers with industry leaders to achieve better outcomes. Specific work has been done in areas such as social security reform, healthcare finance, micro-finance in Morocco, Turkey, China, and Indiana, and the development of learning standards for financial literacy educational programs. NFI also serves as educator to the industry as needed. For example, in partnership with the National Conference of State Legislatures, NFI developed the Academy for Excellence in Financial Services Policy, a 14 course financial services certification program for the country's more than 8,000 state legislators and their staffs.

NFI is also deeply engaged in the development of a solution to the country's financial literacy crisis. In collaboration with community organizations like the JumpStart Coalition, Center for Economic Education, Academy of Finance, and many others, NFI has developed a comprehensive set of learning standards for kindergarten through high school. Additionally, working with the Indiana Humanities Council's SmartDesktop project, NFI has developed a set of tools for Indiana classroom teachers to access quality financial literacy materials, manage student learning through educational standards, and participate in a broad community of experts and peers in the area of financial literacy. Working with the Department of Education and school

leaders across the state, NFI has recently launched a mobile financial literacy classroom serving grades 3-5.

NFI has also developed and supports an undergraduate scholarship and professional development programs at ISU. The program targets high school seniors with a distinguished record of academics and leadership, who have an interest in pursuing a career in financial services. A network of over 30 Indiana financial institutions supports the program through mentorships, job shadowing, and internships. The students also benefit from NFI's close collaboration with financial institutions in Chicago, New York, Europe, and Asia. In addition, NFI coordinates and hosts an annual financial services career fair involving 10 or more Indiana universities and over 50 hiring companies from Indiana and its neighboring states.

Length of Partnership: 3.5 years

Number of faculty: 45+

Number of students: 58 undergraduate students receive Networks Scholarships, 4 students receive graduate fellowships

Grant funding: \$20 million, five-year grant from Lilly Endowment

Institution Impact: This grant was designed to facilitate the development of institutional expertise and leadership in financial services, including serving as a national and international coordinator of academic research and community involvement in targeted high priority areas of the financial services arena. Approximately 50 ISU faculty and more than 20 faculty from universities across the country and in Europe, Morocco, Turkey, and China have been involved in NFI projects like financial literacy and micro-finance. This work has enabled the ISU faculty and students to broaden their experiences, to engage more fully in community and corporate projects, and, as a result, to increase their knowledge and expand the scope of their impact in the community as well as on campus. Creating connections with other leading community and academic organizations is an integral component of the success of NFI and of tremendous benefit to the Institution.

Community Impact: NFI's work benefits the community in three primary ways: (1) Through their work in financial literacy. Hundreds of K-12 students and teachers have already seen significant improvements in their personal knowledge and skill. Over the next year, thousands more will be touched through NFI's MoneyBus program. (2) Industry and political leaders have drawn on NFI's research and collaborative efforts to improve the quality and breadth of their work in areas such as insurance regulation, social security reform, and financial literacy policy. (3) Policy makers and their staff have benefited from programs like the Academy for Excellence in Financial Services Policy and other such educational programs to improve their knowledge and understanding of the industry they legislate.

3. Partnership Name: Focus Indiana Corporate Partnership Internship Program

Community Partners: Clarian Health Partners, Clabber Girl Corporation, Toyota

Institutional Partners: ISU Career Center, Center for Public Service and Community Engagement

Purpose: The purpose of this project is to place cohorts of students in internships with employers in potential growth industries.

Length of Partnership: 2 years

Number of faculty: 23

Number of students: 23

Grant funding: Funded as component of a \$1 million, five-year grant from Lilly Endowment

Institution Impact: The Clarian Health Partnership has offered students opportunities to engage in meaningful, worthwhile experiences. One of the students from last summer attained full time employment, and it is likely that one from this summer will as well.

Community Impact: Employers are provided highly qualified, entry-level professionals who are likely to stay in Indiana.

4. Partnership Name: Terre Haute Human Rights Day

Community Partners: Amnesty International—Terre Haute North Vigo High School Chapter, Eugene V. Debs Foundation, First Unitarian-Universalist Congregation, French Club—Terre Haute North Vigo High School, Friendship Club—Terre Haute North Vigo High School, The Golden Frame, Inc., India Awareness Endowment, Terre Haute Branch NAACP, Rose-Hulman Institute of Technology, Sisters of Providence of Saint Mary-of-the-Woods, Social Justice Endowment, Terre Haute Bar Association, VECTREN Energy Delivery, Vigo County School Corporation, Wabash Valley Central Labor Council

Institutional Partners: African American Cultural Center, African and African American Studies, Center for Public Service and Community Engagement, Cunningham Memorial Library, Department of Art, Department of English, Department of Criminology, Department of Philosophy, Department of Political Science, Department of Social Work, Department of Sociology, Department of Theater, Honors Program, Latin American and Latino Studies Program, Office of Diversity and Affirmative Action, Office of General Education, Women's Studies Program

Purpose: Terre Haute Human Rights Day has been established to promote understanding and recognition of the inherent dignity and inalienable rights of all members of the human family. Commitment to preservation and achievement of these ideals serves as the foundation of freedom, justice, and peace. The Human Rights Day events focus on a different issue each year. In 2006, the theme was the right to an adequate standard of living.

Length of Partnership: 5 years

Number of faculty: 6 faculty and staff participate on steering committee; up to fifty participate in the days events

Number of students: 200 middle school students, 250 high school students, and 800 college students (including Saint Mary-of-the-Woods, Rose Hulman, IVY Tech, and ISU) participate in some component

Grant funding: Human Rights Day is supported by donations from the community and campus partners.

Institution Impact: The program raises consciousness on a broad range of issues related to human rights and emphasizes that people are more alike than different. The workshops provide practical information for individuals who may wish to further human rights through their careers and/or in their citizen roles. The resulting understanding and tolerance also contributes to a safer and better world.

Community Impact: Terre Haute is part of the Global Village, and Human Rights Day contributes to our cosmopolitan orientation and local connection to the rest of the world. This helps make Terre Haute and the rest of the world more attractive to one another.

5. Partnership Name: Wabash Valley Educational Alliance (WVEA)

Community Partners: Ivy Tech State College, Rose-Hulman Institute of Technology, Purdue University Cooperative Extension, Saint Mary-of-the-Woods College, Terre Haute Center for

Medical Education, Vigo County School Corporation, Western Indiana Workforce Investment Board

Institutional Partner: Indiana State University

Purpose: Led by ISU, the Alliance has the following goals:

- To increase the effectiveness and efficiency of the member institutions whenever possible in programs, research, and service to the community
- To develop collaborative efforts with other organizations and programs in order to better serve the Wabash Valley's need for educational and economic development and to improve the quality of life
- To enhance and support cultural opportunities and greater humanistic understanding in the Wabash Valley
- To improve the visibility and utilization of WVEA resources around the Wabsh Valley
- To obtain adequate financial and human resources to support the goals and strategies

Length of Partnership:

Number of faculty: The Chief Executive Officers of each of the participating institutions serve as the executive committee. An additional 13 staff serve on the steering committee.

Number of students: NA

Grant funding: WVEA is supported through membership fees of participating organizations.

Institution Impact: WVEA provides opportunities for members of the campus community to collaborate with the other area educational institutions. For example, the Career Centers of the area higher education institutions have connected through WVEA to increase their interaction with the Advanced Manufacturing Cluster in Terre Haute.

Community Impact: The Workforce Investment Board coordinates their activities with the Higher Education institutions through WVEA.

6. Partnership Name: Habitat for Humanity Build

Community Partner: Habitat for Humanity

Institutional Partner: Center for Public Service and Community Engagement

Purpose: ISU sponsored the construction of the 51st Habitat house in the Wabash Valley.

Length of Partnership: 6 months

Number of faculty: Approximately 250 faculty, students, and staff

Number of students: See above

Grant funding: \$1000 from Indiana Campus Compact

Institution Impact: This is the single largest community service project the campus has sponsored. The project provided an opportunity for all members of the campus community to actively participate in ISU's community engagement program.

Community Impact: A single mother and her three young children moved into the home in June.

7. Partnership Name: Landsbaum Center for Health Education

Community Partners: Union Hospital's Richard G. Lugar Center for Rural Health and Indiana University's Terre Haute Center for Medical Education The facility also houses the West-Central Area Health Education Center (AHEC).

Institutional Partner: College of Nursing

Purpose: The purposes of this partnership are to combine medical related education from the three partners to increase collaboration around healthcare and to use innovative technology to enhance healthcare and healthcare education, particularly in rural areas. The center houses

medical training facilities staffed by faculty from Indiana University, Bloomington (IU) and ISU as well as clinical faculty from Union Hospital's medical staff. IU medical students and ISU nursing students take classes in the facility. The ISU College of Nursing also operates the Sycamore Nursing Clinic, providing health care services to the local community, including ambulatory clinics and a home health program. The Continuing Nursing Education Program director and staff also offer programs to meet the lifelong learning needs of the entire nursing community.

In past years, the three partners have added programs that focus on the delivery of healthcare to rural communities. Union Hospital established the Rural Training track as part of its Family Medicine Residency Program. ISU and the IU School of Medicine established the BA/MD program. This allows students from rural communities to be admitted to IU School of Medicine after completing their BA at ISU in a program designed to prepare them for medical school. Finally, the ISU College of Nursing has developed an advanced degree program for Family Nurse Practitioners, many of whom go on to practice in rural communities. The facility provides an opportunity for multidisciplinary training and collaboration across programs that better prepare students for careers in health-related fields, especially in rural areas.

Length of Partnership: Formally for 3 years, with a much longer established unofficial partnership. The facility provides a place for more intense collaboration of many of the already established programs and facilitates development of new collaborations.

Number of faculty: 21

Number of students: 300

Grant funding: Grants are managed individually through the participating partners.

Institution Impact: This project has expanded the capabilities and opportunities for health-related faculty and students at ISU. Nursing, psychology and counseling, social work, athletic training, nutrition, and others have all been involved in various ways at the Center. A key principle of the mission of the Union Hospital Family Medicine Residency program and of Lugar Center for Rural Health is that a collaborative, multidisciplinary approach to healthcare is essential, particularly in rural areas. The Sycamore Nursing Center has been in existence since 1981. Indiana State Department of Health grants from 1988-1994 for immunizations, "All their Shots While They're Tots" was given to the College of Nursing for providing immunizations in the six surrounding Wabash Counties. They were honored by the Governor and former First Lady Roslyn Carter for this effort.

Community Impact: Surrounding rural communities are the biggest population impacted by this partnership. Training physicians, nurses, and other health related professionals for rural service has and will have a tremendous impact on the quality of health care in those communities. In addition, the ISU College of Nursing, through its Sycamore Nursing Center, served over 1,000 Hoosiers per year who would not have had preventative or nursing care in an ambulatory setting if the center did not exist. Also, free home health services are available for clients who no longer qualify for these services in the community. Services are provided in the Sycamore Nursing Center clinics in the evening and on weekends. Home health services are provided in the home as convenient to clients. Nursing students under the supervision of faculty conduct the clinics and provide the home care for the community. This allows the students to have sense of ownership of clinics and the home care program.

Lead screening is offered once or twice yearly in a high risk area. For five years, the partnership has educated farmers through the one National Farm Show and four Farm Expos, with students performing skin assessments, blood glucose screening, and blood pressure

screening. This community education also addressed Chronic Obstructive Pulmonary Disease, smoking addiction, heart disease, diabetes, hypertension, and other health topics.

8. Partnership Name: Downtown Terre Haute (DTH)

Community Partner: Downtown Terre Haute, Inc.

Institutional Partner: Center for Public Service and Community Engagement

Purpose: In 2005, Downtown Terre Haute, Inc. relocated to the ISU campus. Its mission is to preserve, create, and promote a downtown neighborhood that is a vibrant hub for business, entertainment, government, arts, and educational activity, attracting both local residents and area visitors. Some issues DTH is working on are: balancing the needs of business owners with those of the growing residential population; facilitating the development of a "college town" atmosphere downtown; identifying and strengthening the Arts Corridor; encouraging small businesses with local flavor; and promoting the diverse restaurants and entertainment venues in the neighborhood.

Length of Partnership: 1 year

Number of faculty: N/A

Number of students: 200+ students have participated in DTH activities, including the Terre Haute Street Fair, Mile of Quarters fundraiser (for Hurricane Katrina relief), Real World 101, and internships.

Grant funding: N/A

Institution Impact: ISU's relationship with DTH has increased the University's involvement in downtown development. Several new service-learning and internship opportunities have been created by the experience.

Community Impact: Downtown businesses and DTH have greater access to the University's resources. Through the work of interns and other volunteers, DTH has been able to complete several projects that would have been difficult to complete without ISU's human resources.

9. Partnership Name: Project LEAP (Liberal Education and America's Promise)

Community Partners: American Association of Colleges and Universities and Terre Haute community leaders

Institutional Partner: College of Arts and Sciences

Purpose: Liberal Education and America's Promise (LEAP) is a ten-year campaign to champion the value of a liberal education, both for individual students and for a nation dependent on economic creativity and democratic vitality. The campaign seeks to expand public and student understanding of what really matters in college—the kinds of learning that will truly empower them to succeed and make a difference in the 21st century.

Length of Partnership: 1 year

Number of faculty: 30+

Number of students: 200+

Grant funding: N/A

Institution Impact: Project LEAP has helped College of Arts and Sciences faculty and students understand the value of community engagement as part of a liberal education. The College of Arts and Sciences partnered with community leaders and the American Association of Colleges and Universities to deliver a series of events in the fall of 2006 to highlight liberal learning in action and to promote a campus dialogue across the campus. Faculty from multiple colleges

across ISU and multiple departments within the College of Arts and Sciences participated in the events.

Community Impact: Project LEAP and associated activities increased awareness of the issues surrounding liberal education and served to improve community relationships between the College of Arts and Sciences and local leaders and employers.

10. Partnership Name: Athletic Training Services

Community Partner: Rose Hulman Institute of Technology, Vigo County School Corporation, Clay Community School Corporation, Greencastle Community School Corporation

Institutional Partner: Department of Athletic Training

Purpose: The Athletic Training Services programs places advanced undergraduate and graduate students in local area school corporations to provide athletic training services to high school athletes.

Length of Partnership: 10+ years

Number of faculty: 5

Number of students: 6

Grant funding: \$59,795

Institution Impact: Clinical experiences are provided for Athletic Training undergraduate and graduate students.

Community Impact: Area educational institutions receive athletic training services at a cost significantly lower than hiring staff directly.

11. Partnership Name: Indiana Reading Corps

Community Partners: Vigo County Public Library, Deming Elementary School

Institutional Partner: Department of Elementary and Early Childhood Education

Purpose: Elementary education pre-service teachers and work-study students provide one-on-one tutoring to community children over an eight month period.

Length of Partnership: 5 years

Number of faculty: 1

Number of students: 123

Grant funding: \$11,614 through a sub-grant from the Indiana Campus Compact AmeriCorps grant

Institution Impact: Elementary education students receive practical experience and part-time employment opportunities.

Community Impact: 19% of children tutored increased one reading level on the post assessment. 58% of children tutored increased two reading levels on the post assessment.

12. Partnership Name: Wabash Valley Visions & Voices Digital Memory Project

Community Partner: Billie Creek Village, Clabber Girl Museum, Clinton Public Library, City of Terre Haute, Coal Town Museum – Little Italy Festival Town, Inc., Eugene V. Debs Museum, Knox County Public Library, Logan Library – Rose-Hulman Institute of Technology, Native American Museum, Rooney Library – Saint Mary-of-the-Woods College, Sisters of Providence, Sullivan County Historical Society, Sullivan County Public Library, Vigo County Historical Library, Vigo County Public Library

Institutional Partners: ISU Cunningham Memorial Library, ISU Archives, ISU Communications and Marketing

Purpose: Wabash Valley Visions & Voices Digital Memory Project is dedicated to the documentation and the preservation of the region's history and heritage in print, pictures, and sound. As a collaborative effort involving the Wabash Valley's libraries, museums, cultural organizations, community groups, and area residents, the project provides free access to its digital collection via the internet and promotes remembrance and lifelong learning for all Hoosiers. Wabash Visions & Voices focuses on the Wabash Valley region in West Central Indiana and East Central Illinois. The digital collection contains artifacts, administrative and personal papers, manuscripts, photographs, texts, yearbooks, maps, oral histories, and other audio and video files.

Length of Partnership: Established April 2004

Number of faculty: 2 Faculty and 1 Support Staff

Number of students: 3 (2 on grant funding)

Grant funding: Library Services Technology Act, Mini-Digitization Grant, 2006-2007 to begin documenting Indiana coal mining

Institution Impact: Wabash Valley Visions & Voices Digital Memory Project serves as a model for other collaborative digitization projects in the State of Indiana and thus promotes the University as an innovative leader in the field of large-scale, multi-partnership digitization projects. The project currently contains 30,000 items.

Community Impact: The project documents and preserves local history and heritage that might otherwise be lost, fosters civic pride and engagement, and expands public access—especially for K-12 instruction—to the collections of the partners by providing digital surrogates of materials. Area residents may participate in the project through Community History Days, during which privately owned photographs and documents are scanned and added to the searchable database.

13. Partnership Name: Project PRE (Partnering to Reform Education)

Community Partners: Professional Development Schools - West Vigo High School, Fayette Elementary School, DeVaney Elementary School, Terre Haute South Vigo High School, Rosedale Elementary School, Arlington High School, Fuqua Elementary School, South Vermillion High school, Staunton Elementary School, Davis Park Elementary School, Paul I. Miller School, Deming Elementary School, Raymond F. Brandes School, Sarah Scott Middle School, Terre Haute North Vigo High School, Meadows Elementary School, Southwest Parke Community Schools, West Vigo Elementary School, Chauncey Rose Middle School, Northwest High School, McFarland Environmental Studies Academy

Institutional Partners: Colleges of Education, Arts and Sciences, Business, Technology, and Health and Human Performance

Purpose: The mission of Project PRE is to transform teacher education into an experiential learning, clinically-based program, supporting educator development from pre-service through induction and continued professional development. It also strives to create rich school environments that support learning by all children and serve as exemplary clinical settings for the preparation and continued development of professional educators.

Length of Partnership: 3 years

Number of faculty: 7

Number of students: several hundred each year

Grant funding: \$3.9 million

Institution Impact: The project will result in the re-design of the curriculum.

Community Impact: Renewal opportunities for school faculty, including material support and professional development.

14. Partnership Name: Wabash Valley Community Summit

Community Partner: United Way of the Wabash Valley

Institutional Partner: Center for Public Service and Community Engagement

Purpose: The Wabash Valley Community Summit is an annual, one day conference for nonprofit professionals and volunteers in the region.

Length of Partnership: 3 years

Number of faculty: 10

Number of students: 25

Grant funding: NA

Institution Impact: The community summit provides an opportunity for faculty to make presentations and share expertise with professionals in the nonprofit sector.

Community Impact: Approximately 90 nonprofit managers, staff, and volunteers receive professional development.

15. Partnership Name: Community Mural Project

Community Partners: Terre Haute Boys and Girls Club, MAB Paints, Arts Illiana

Institutional Partners: Department of Art, Center for Public Service and Community Engagement

Purpose: To create works of public art in the Terre Haute community. Students, faculty, and visiting artist, Jeff Zimmerman, created Terre Haute's newest work of public art during the spring 2006 semester. Under the supervision of Mr. Zimmerman and ISU art professors Brad Venable and Nancy Nichols-Pethick, students in beginning and intermediate painting classes worked on a mural on the south side of the Terre Haute Boys and Girls Club. The mural, entitled *Focus*, features several children from the club.

Length of Partnership: 1 year

Number of faculty: 2

Number of students: 21

Grant funding: \$10,000 internal grant from the Center for Public Service and Community Engagement, material donations from local businesses

Institution Impact: This was a wonderful hands-on learning experience for undergraduates.

Community Impact: The Boys and Girls Club has a lovely new mural on the south side of their building. Terre Haute has gained an attractive work of art on the most heavily traveled street in the city.

16. Partnership Name: Journey Fellowship

Community Partner: Leadership and Renewal Outfitters

Institutional Partners: Center for Public Service and Community Engagement, American Humanics Program, Departments of Recreation and Sport Management, Social Work, Sociology, Psychology, and Family and Consumer Sciences.

Purpose: The purpose of the Journey Fellowship program is to encourage undergraduate students to explore a career in the field of youth work through a year-long program of retreats, professional development experiences, networking, and service-learning experiences. The objectives of the Journey Fellowship include:

- To provide an opportunity for students to explore the field of youth work
- To provide high-quality, structured service-learning experiences in the field of youth work
- To encourage the development of leadership skills for students interested in youth work
- To create a network of faculty, students, and community partners interested in youth work
- To provide opportunities for personal grounding for students interested in youth work

Length of Partnership: 1 year

Number of faculty: 8

Number of students: 23 students will participated during the 06-07 academic year

Grant funding: \$30,000 from Leadership and Renewal Outfitters, Indiana Campus Compact, and American Humanics

Institution Impact: Leadership and Renewal Outfitters staff and ISU faculty are developing a curriculum and co-curricular fellowship program in youth development.

Community Impact: The primary impact is to better prepare youth development professionals. Additional internships and service-learning projects and professional development opportunities will also be generated by the project.

17. Partnership Name: Minor League Baseball Feasibility Analysis

Community Partners: Terre Haute Department of Redevelopment, Terre Haute Convention and Visitor's Bureau

Institutional Partner: Department of Recreation and Sport Management

Purpose: Undergraduate and graduate students participated in the development of a marketing and fiscal management plan for a potential baseball team, a program that enveloped them in the collection of historical and statistical data.

Length of Partnership: 1 year

Number of faculty: 1

Number of students: 15

Grant funding: \$3000 from the Center for Public Service and Community Engagement

Institution Impact: This was an excellent experiential learning project for students.

Community Impact: The report will serve as the basis for continued work on the part of the community to study the feasibility of minor league baseball in Terre Haute.

18. Partnership Name: Addiction and Spirituality: Scientific, Theological, & Clinical Perspectives: A Conference for Researchers, Addictions Treatment Providers, and Clergy

Community Partners: Fetzer Institute, Kalamazoo, Michigan; Terre Haute Center for Medical Education (Indiana University School of Medicine); Hamilton Center, Inc.

Institutional Partners: College of Arts and Sciences, Center for the Study of Health, Religion, and Spirituality

Purpose: The conference focused on areas of interest to clergy and faith based providers. Speakers described models of faculty and faith group collaborations, as well as carrying out more effective faith based programs.

Length of Partnership: The first conference was offered in 2005. Another conference is planned for 2006.

Number of faculty: 15

Number of students: 30+

Grant funding: The conference was funded through the institutional and community partners.

Institution Impact: The conference and on-going activities of the center provide an opportunity for students and faculty to engage in collaborative research, consultation, and training.

Community Impact: Faith-based organizations and health providers are provided professional development, training, and consultation related to providing more effective programming.

19. Partnership Name: Martin Luther King, Jr. Commemorative Coalition

Community Partners: Terre Haute Branch NAACP, Interfaith Council of Terre Haute, Indiana Freedom Trails West Central Region, Friends of Historic Allen Chapel, Downtown Terre Haute, Inc., Allen Chapel A.M.E. Church, Saint Mary-of-the-Woods College, Rose-Hulman Institute of Technology and National Society of Black Engineers, Ivy Tech State College, MLK Youth and Family Development Center, First Congregational Church, Vigo County Historical Society, Vigo County Public Library, Alpha Kappa Alpha Sorority—Alpha Eta Omega Chapter, Stage WorkShops, Sisters of Providence, Swope Art Museum, and Terre Haute Human Relations Commission

Institutional Partners: President’s Commission on Diversity, Women’s Studies Program, African American Cultural Center, Hulman Center

Purpose: The mission of the Martin Luther King, Jr. Commemorative Coalition is: to pay homage to a great American, to promote racial inclusiveness within the Greater Terre Haute community, and to bring together individuals, institutions, and businesses and assist them in recognizing the value that inclusion brings to a community. The coalition accomplishes their mission by bringing together a cross-section of change agents from the Greater Terre Haute organizations with the purpose of celebrating Dr. King’s ideals. They coordinate, promote, and sponsor informational programs to businesses, schools, churches, and other civic groups in order to champion the goal of racial harmony and inclusiveness. The coalition sponsors several annual events including the 8th grade reading program, Underground Railroad Reenactment, and Martin Luther King Jr. Day Luncheon.

Length of Partnership: 7 years

Number of faculty: 30+

Number of students: 200+

Grant funding: The coalition’s activities are supported through corporate sponsorships and other fundraising.

Institution Impact: The coalition’s activities enhance the cultural life of the University and provide opportunities for students and faculty to participate in and contribute to a broad spectrum of social justice programs.

Community Impact: The Martin Luther King Jr. Coalition provides significant educational and cultural programming for the community, specifically the area K-12 institutions. The Underground Railroad Reenactment is so popular with the community that tickets are required. For the past three years, the event has sold out of tickets.

20. Partnership Name: The SMART Program (Student Math AfteR-school Thinking Program)

Community Partner: Vigo County School Corporation

Institutional Partners: Department of Math, Department of Early, Elementary, and Special Education

Purpose: Dr. Marylin Leinenbach (Early, Elementary and Special Education) engaged elementary education students in the teaching of mathematics in an after school program, while providing free learning experiences to community children, particularly those considered “at-

risk” for having trouble in mathematics. University education students received all the necessary preparation and materials in an undergraduate class and via supervision by Dr. Leinenbach.

Length of Partnership: 1 year

Number of faculty: 2

Number of students: 25

Grant funding: \$3000 internal grant through the Center for Public Service and Community Engagement

Institution Impact: Hands-on learning experience for students.

Community Impact: A pre- and post-project survey revealed improved mathematics attitudes and aptitude in community children related to the activities and interventions of the SMART program.

4. DOES THE INSTITUTION OR DO THE DEPARTMENTS WORK TO PROMOTE THE MUTUALITY AND RECIPROCITY OF THE PARTNERSHIPS?

Yes. The institution and departments promote the mutuality and reciprocity of partnerships in a variety of ways. High quality professional development is available to community partners through numerous programs. Some examples include the provision of material support, individual consultation, and workshops to K-12 faculty through the Professional Development School Partnership. The Departments of Social Work and Psychology coordinate training programs for the Hamilton Center, a mental health organization that serves as a clinical placement site for students in both departments. The ISU Career Center provides professional development to internship hosts through the Rex Breeden Institute. The Department of Family and Consumer Sciences conducts product testing for Doughmakers, Inc., a manufacturer of bakeware. In exchange, Doughmakers provides scholarships for students.

B. ARE THERE MECHANISMS TO SYSTEMATICALLY PROVIDE FEEDBACK AND ASSESSMENT TO COMMUNITY PARTNERS?

Yes. There are several mechanisms in place to provide feedback and assessment to community partners. For example, the Career Center protocol includes copying internship hosts on all internship evaluations. The Department of Social Work meets with internship supervisors once a year to jointly assess internships from the perspectives of the employer and the institution. Sycamore Business Advisors assess the strategic planning needs of small businesses and nonprofit organizations. Sycamore Technology Solutions completes technology assessments for nonprofit organizations. Sycamore Service Corps members complete volunteer audits for each host organization.

Our feedback and assessment efforts can be illustrated through an example of our relationship with one organization, Ryves Hall Youth Center. During the 2005-06 academic year, AmeriCorps members completed a volunteers audit and made recommendations for volunteer recruitment, Sycamore Technology Solutions completed an assessment of technology needs and assisted with the development of a grant to meet those needs, and the ISU Career Center supported the placement of 2 interns who evaluated their experience at the agency.

5. ARE THERE EXAMPLES OF FACULTY SCHOLARSHIP ASSOCIATED WITH THEIR OUTREACH AND PARTNERSHIPS ACTIVITIES (TECHNICAL REPORTS, CURRICULUM, RESEARCH REPORTS, POLICY DEVELOPMENTS, JOURNAL PUBLICATIONS, ETC.)

Jones, E., Brown, E., Leinenbach, M.T., & Hampton, E. (2005, April). *The impact of professional workshop on teacher mathematical knowledge, beliefs, and attitudes*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Fredericks, K. A. (2005). "Network Analysis of Disability Demonstration Program." In *The use of Network Analysis in Program Evaluation: Trends, Techniques, and Applications*. New Directions in Program Evaluation (107), Jossey Bass: San Francisco, CA.

Fuller, T. & Gatrell, J. (2006). Unapplied Geography? GIS, uneven development, and politics in Terre Haute, IN. *Proceedings of the Applied Geography Conference*, 29.

Hawkins, S. (2005). *Obesity: Tools for change*. Workshop presented at Childhood Obesity Symposium, Landsbaum Center, Terre Haute, IN.

Li, G., & Weng, Q. (2005). Using Landsat ETM+ Imagery to Measure Population Density in Indianapolis, Indiana, USA. *Photogrammetric Engineering & Remote Sensing*, 71(8), 947-958.

Moncada, S. (2005, March). *Energizing high school accounting: New possibilities for your program*. Paper presented at the 65th Business Education Clinic, Indiana State University, Terre Haute, IN.

Pies, H., & Kiger, S. (2005, October). *How-To Showcase: What's working in Indiana schools*. Workshop presented at the Indiana State Development Conference, Indianapolis, IN.

Pies, H., & Balch, B. (2005, October). *Seamless transitions in Vigo County*. Workshop presented at the Annual Conference of the Indiana Association of Supervision and Curriculum Development, Indianapolis, IN.

Sherwood, A. (2004). *Knowledge acquisition in university-industry alliances: An empirical investigation from a learning perspective*. Paper presented at a meeting of the Midwest Academy of Management (Awarded Best Conference Paper), Minneapolis, MN.

Smallwood, J., & Patil, A. (2004, October). *Partnering to achieve manufacturing excellence*. Paper presented at a meeting of the National Association of Industrial Technology, Louisville, KY.

Wilhelm, W., & Chao, C. (2005). Personal financial literacy: Shaping state education policy – A methodological choice. *Delta Pi Epsilon Journal*, 47, 20-35.

