The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification

*I. Foundational Indicator*

1. *President/Chancellor’s Leadership Statement*

*Required Documentation*

[Letter from President Bradley](presidentLetter.pdf)

1. Statements
	1. Annual Addresses/ Speeches
	2. Published Editorials
	3. Campus Publications
	4. Other

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| Document Excerpt | Web Link (if available) |
| Annual addresses/speeches*President's Annual Address to Campus (Fall 2013)*“Community engagement is something the campus has been involved in probably going back to 1865 but really it became a focus for what we do and who we are and what we think of ourselves beginning in 2001 with the creation of the Center for Public Service and Community Engagement. We hit the next milestone this year when we were named by Washington Monthly as the number one university for community service. We also became the number one campus for nonprofit leadership this year. . . . We are a campus that is making a name for itself in the area of community service.” | <http://www.youtube.com/watch?v=6KDYEb8HpYQ&feature=youtu.be> |
| Published Editorials*What does "There's More to Blue" mean to you? Editorial published in the January 22, 2013 issue of the Indiana State University Magazine*“To me, the campaign is a summation of the institution's primary mission -- providing access to a quality, affordable education while also serving as a catalyst for improving our community and our state. . . . "There's More to Blue" is reflected in the more than one million hours our students, faculty and staff commit to community service each year. Whether cleaning up the Wabashiki Wildlife area, building a Habitat for Humanity House or volunteering with a local non-profit, our students and employees make a difference in the lives of many throughout our community and beyond.” | <http://www.isumagazine.com/2013/01/from-the-president-theres-more-to-blue> |
| Campus Publications*President's Newsletter, October 3, 2013*“All of this has been recognized most recently by Washington Monthly when they ranked us #1 in the country for community service hours performed by students, faculty and staff; #2 in the country for institutional support for community engagement; and 25th overall out of 281 national universities. Your efforts are attracting attention and changing the lives of our students and the underserved in our community. Thank you to everyone who is engaged in the important work of serving our community. I hope that you have a great school year and are as excited about the possibilities for continued improvement as I am. This achievement is the result of many years of hard work by many individuals. Nancy Rogers, Heather Miklosek and the other staff members of the Center for Community Engagement have done an incredible job of infusing community engagement into all aspects of what we do. Our faculty members have been tremendously responsive in incorporating service and experiential learning into the curriculum. The university’s staff is also routinely engaged in community service efforts. Most importantly, our students have embraced community service and made it a part of their lives. More than 1,300 first-year students showed up for our fall Donaghy Day last week to spend their last free day before classes started helping dozens of non-profit groups. It is gratifying to hear comments from our community partners about the impact Indiana State is having on Terre Haute and the surrounding area. At the news conference conducted earlier this week, Jim Edwards indicated that Ryves Youth Center would find it difficult to operate without the volunteer support the ISU family provides.” | <http://www.indstate.edu/president/Newsletters/20130830-newsletter.pdf> |
| Other: NewslettersSelf-Study Report to the Higher Learning Commission of the North Central Association (2010)“Even as the search process for the new President was being conducted during 2007-08, the University coalesced around "Community Engagement and Experiential Learning" as the heart of a revised mission. In early 2008, the Board of Trustees, with broad campus involvement and support, formally adopted the new mission and values statement. At the same time, the Board of Trustees strengthened its support for community engagement and experiential learning by seeking a Special Emphasis review by the Higher Learning Commission of the North Central Association and by incorporating the new strategic direction as a core requirement in the presidential search. The commitment to "Community Engagement and Experiential Learning" was a stated expectation for presidential candidates. (NOTE: A slightly revised mission statement was adopted by the Board of Trustees in October 2009, but both the 2008 and 2009 versions include the "focus on community and public service" language.)” | <http://irt2.indstate.edu/nca2010/assets/pdf/reports/2010_NCAReport.pdf> |

1. *Institution Identity and Culture*

*Required documentation: Please complete all three questions in this section.*

*1.a. Does the campus have an institution - wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?*

*ο No • Yes*

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

A common definition of community engagement was developed in 2004. This definition has been published in the 2009 strategic plan, 2010 North-Central Association Self-Study, and on the Center for Community Engagement website.

Our definition of community engagement is as follows:

Community engagement is 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. 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
* Involvement of community members in planning and decision making activities of the University
* Community engagement encompasses activities in the teaching, research, and service endeavors of faculty, students, and staff.

In complement to community engagement, Indiana State University has also defined experiential learning:

Experiential learning, at its core, is operationalized by engaging students in learning through sequential exposure to challenging, compelling, and enriching activities conducted in appropriate settings. It integrates development of knowledge, skills, and dispositions, and fosters application of methods of critical inquiry. It engages students in personal reflection in order to organize, interpret, and bring meaning and coherence to their learning experience. Experiential learning was envisioned as occurring in both the curricular and co-curricular activities of students.

Links

[NCA Self Study](http://irt2.indstate.edu/nca2010/)

*1.b. How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.*

Community engagement is central to Indiana State University’s Mission and Value Statements. In 2008, the Board of Trustees approved a new mission statement that explicitly recognized our commitment to community engagement. Two of the six priorities outlined in Indiana State University’s Strategic Plan, *Pathway to Success*, specifically address community engagement and experiential learning.

Community engagement figured prominently in our 2010 institutional self-study for accreditation by the Higher Learning Commission’s North Central Association. Community engagement and experiential learning were identified as the Special Emphasis in our NCA accreditation.

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| Document Excerpt | Web Link (if available) |
| Mission Statement“Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service.”Vision Statement“Inspired by a shared commitment to improving our communities, Indiana State University will be known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work.” | [Indiana State University’s Mission and Value Statements](http://www.indstate.edu/academicaffairs/mission.htm) |
| Strategic Plan“Goal 2 - Advance experiential learning to where all ISU students have a significant experiential learning experience within their major. ““Goal 3 - Foster the engagement of students, faculty and staff in the life of our communities and in pursuits improving their economic and social well-being. “ | [Indiana State University’s Strategic Plan, Pathway to Success](http://irt2.indstate.edu/ir/index.cfm/sp/index) |
| Accreditation Documents“Indiana State University has made a longterm commitment to uniquely position itself as an institution that integrates community engagement and experiential learning into all aspects of student life and the ISU experience. The University recognizes the growing movement within higher education for institutions to become more engaged with both their students and their communities. The vision of ISU extends much farther than increasing the quantity of campus/community partnerships and engaged learning experiences. We envision a different kind of institution whose graduates describe their academic experiences as highly engaged and exceptionally relevant, preparing them for life as professionals and citizens in the 21st century. Faculty who routinely involve students as meaningful collaborators in their research will characterize our institution. Faculty, staff, and students will forge long-term relationships with external partners to address the most complex and pressing issues in our communities.” | [NCA Self Study](http://irt2.indstate.edu/nca2010/)  |

*2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification*

The University has strengthened its commitment to community engagement since the previous classification. In 2008, the Board of Trustees approved a new mission statement that explicitly recognized our commitment to community engagement. At that time, ISU also entered into an agreement with the Higher Learning Commission of the North Central Association to complete a special emphasis self-study focused on community engagement and experiential learning. The development of the focused self-study occurred in concert with the development of the current strategic plan which was approved in 2009 and revised/extended in 2013. This plan focused on achieving the following six priorities:

1. Increase enrollment and student success
2. Advance experiential learning
3. Enhance community engagement
4. Strengthen and leverage programs of strength and promise
5. Diversify revenue
6. Recruit and retain great faculty and staff

The first step for goals 2 and 3 was completion of an in-depth assessment of the current status of community engagement and experiential learning at ISU. This assessment was based on Holland’s “Levels of Commitment to Community Engagement.” The following recommendations were made after completion of the assessment:

1. Academic and administrative units should align their mission statements and strategic plans with those of the University.
2. The merit scholarship program should be strongly linked to community engagement and experiential learning.
3. An assessment of how external constituencies are involved in decision making is recommended.
4. Community engagement and experiential learning should be better integrated into the University’s communications and marketing activities.
5. Institutional infrastructure to support community engagement and experiential learning should be improved.
6. A multi-year plan for faculty development should be developed.
7. The University’s commitment to community engagement and experiential learning should be reflected in Human Resource policies and practices.
8. Experiential learning should be a core component in all academic programs.
9. Opportunities for student involvement in co-curricular community engagement and experiential learning should be enhanced.

These recommendations are the basis for several initiatives in the current strategic plan.

 In 2009, a new Community Engagement and Experiential unit was created to improve coordination of related activities. The offices included in the new unit are Community Engagement, Business Engagement, Career Center, Extended Learning, Conference and Event Services, and the Hulman Center (civic center). Forty-nine full-time staff, 66 student staff, and 64 part-time staff currently work in the unit.

Links:

[Mission, Vision, and Values](http://irt2.indstate.edu/ir/index.cfm/sp/mission/index)

[Pathway to Success 2013](http://irt2.indstate.edu/ir/index.cfm/sp/index)

[NCA Self-Study](http://irt2.indstate.edu/nca2010/)

Community Engagement and Experiential Learning Self-Assessment

*3. Specify changes in executive leadership since classification and the implications of those changes*

*for community engagement.*

In 2007, ISU began a presidential search. The search committee received guidance from the Chairperson of the Board of Trustees, Mike Alley, that the successful candidate must demonstrate a commitment to execute the current strategic direction of the institution, including community engagement. In July 2008, Daniel Bradley became the President. Since his arrival, President Bradley has demonstrated his commitment to community engagement. His installation activities included a weeklong celebration of community engagement. The current strategic plan, *The Pathway to Success*, was developed under his leadership.

In 2009, an executive position was created by President Bradley to improve coordination of community engagement and experiential learning. The areas reporting to the Associate Vice President for Community Engagement and Experiential Learning are listed in the previous section. The Associate Vice President reports to the Provost and is a member of the President’s cabinet. Dr. Nancy Rogers, the former Director of the Center for Community Engagement, serves in this role.

In 2010, the position of Dean of Extended Learning was created to improve coordination of distance education and credit outreach activities. Dr. Kenneth Brauchle assumed this role in 2010.

In 2012, Provost Maynard announced his retirement at the end of the fiscal year. A search committee was convened and received guidance from the President that the successful candidate must be committed to executing the goals of the strategic plan, including community engagement. In 2013, Dr. Biff Williams became Provost. Dr. Williams previously served as Dean of the College of Nursing, Health, and Human Services. In that capacity, he led several engagement initiatives, including the development of the Rural Health Innovation Collaborative, an initiative involving multiple partners with the goal of improving health care in rural Indiana.

A Dean has been appointed to each of the colleges since the previous application. In 2010, Dr. John Murray was appointed Dean of the College of Arts and Sciences. Dr. Murray’s contributions to community engagement include the development of the Community Semester, an annual semester-long, theme-based series of public engagement events. Dr. Brien Smith assumed the role of Dean of the College of Business in 2012. The College of Business is implementing a strategic plan focused on community engagement and experiential learning. Dr. Jack Turman was appointed Dean of Nursing, Health, and Human Services in 2013. Dr. Turman was selected, in part, due to his expertise with University-Community partnerships. His priorities include the development of Inter-professional Education across the University and with other local higher education institutions. Dr. Kandi Hill-Clarke was appointed Dean of Education in 2013. Dr. Hill-Clarke’s expertise in teacher education has enhanced ISU’s engagement with the Indiana Department of Education. Dr. Bob English was appointed Dean of the College of Technology in 2014. Dr. English previously served as Associate and Interim Dean. He has a long-history of developing partnerships with business and industry. Recently, he was worked with his faculty to develop a cutting-edge Unmanned Systems program with multiple public and private partnerships. This program is one of very few in the nation.

**Links:**

[President Bradley Installation Press Release](http://www.indstate.edu/news/news-pre2008.php?newsid=1546)

[Provost Williams Appointment Press Release](http://www.indstate.edu/news/news.php?newsid=3461)

[Community Engagement and Experiential Learning Organizational Chart](http://www.indstate.edu/publicservice/about/ceclassification/Unit%20Org%20Chart.pdf)

1. *Institutional Commitment*

*Required Documentation. Please complete all sixteen (16) questions in this section.*

*Infrastructure*

*1. As evidence for your earlier classification, you provided a description of the campus -wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to. For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: 500)*

In 2006, the Center for Public Service and Community Engagement included 2 full-time professional staff, one faculty fellow, 2 support staff, and one part-time professional staff member. The renamed Center for Community Engagement currently includes 3 full-time professional staff, 2 faculty fellows, one professional staff with a part-time assignment to Community Engagement, and 2 support staff. In addition, the Associate Vice President for Community Engagement and Experiential Learning serves as the Director of the Center for Community Engagement. Following is a brief description of the responsibility of the staff members:

* Associate Vice President/Director - Provides administrative oversight to the Center for Community Engagement, including budgeting, strategic planning, personnel; provide guidance and leadership to university-wide community engagement efforts
* Associate Director – Directs academic service-learning, faculty development, and internal funding and grants programs, supervises program coordinators and graduate assistants
* Program Coordinator – Coordinates volunteer programs, Alternative Breaks, Stop and Serve, days of service
* Program Coordinator, AmeriCorps – Directs Sycamore Service Corps, coordinates volunteer programs
* Faculty Fellow – Editor of Journal of Community Engagement and Higher Education, coordinates University-wide assessment related to community engagement and experiential learning, directs assessment of Community Engagement programs
* Faculty Fellow – Directs the Service Learning Scholars program
* IT Analyst – Maintains website, manages data collection for assessment and co-curricular record, provides data analysis and assessment reports
* Administrative Assistant II – Provides administrative support to Sycamore Service Corps, provides budgeting support for all Community Engagement programs, manages Community Engagement grant budgeting
* Dean’s Assistant – Provides administrative support to the AVP, serves as Office Manager for Community Engagement

The addition of staff has allowed the Center for Community Engagement to increase programming and services to the campus. The office continues to coordinate academic service learning, Sycamore Service Corps (AmeriCorps), national and local days of service, and the Alternative Breaks program. New programs managed by Community Engagement include the Service Learning Scholarship Program, Ryves Neighborhood Partnership, Stop and Serve, and the American Democracy Project. Community Engagement also has provided leadership to University-wide efforts to improve documentation of student engagement, including community engagement, and provide a co-curricular record (similar to a transcript) to any student. Over the past 3 years, we have built a robust program for documenting student participation in an extensive set of co-curricular activities.

Two programs that were formerly housed in Community Engagement have found permanent academic homes. The Nonprofit Leadership Alliance (formerly American Humanics) is directed by the Department of Kinesiology, Recreation, and Sport. The Civic Leadership Certificate program was developed into a minor that is directed by the Department of Political Science. Community Engagement continues to provide some financial and programming support to both programs.

The Business Engagement Center (formerly the Center for Business Support and Economic Innovation) continues to coordinate our economic development and business engagement activities, including business incubation. Business Engagement leads the University’s downtown development efforts and provides administrative support to Downtown Terre Haute.

**Links:**

[Center for Community Engagement](http://www.indstate.edu/publicservice/)

[Business Engagement Center](http://www.indstate.edu/businessengagement/)

[Nonprofit Leadership Alliance](http://www.indstate.edu/krs/npl/)

*Funding*

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

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

Indiana State University has made a strong financial commitment to supporting institutional engagement with the community. The base budget of the Center for Community Engagement has increased by 66% from $310,651 to $516,173 since the previous application. The primary budget items that have increased during this period are personnel, internship scholarship support, and internal grants for academic service-learning. At the time of the previous application, Community Engagement was receiving $48,000 annually in one-time or non-base funding to support community engagement programming. For the FY2013, Community Engagement programs received $191,660 in one-time or non-base funding. This funding was awarded through the University’s strategic planning process.

The Business Engagement Center’s budget in FY2013 was $105,050. The center received $32,350 in funding from the University and generated $72,700 in rent in FY2013. The budget for FY2013 includes only 50% of salary and benefits for the Director, Chris Pfaff, who was on military deployment during the entire 2013 calendar year. Overall, funding for Business Engagement has remained level since the previous application. In addition, the University provided $47,361 of strategic planning and $30,000 of one-time funding to support the University’s downtown development activities.

The University also funds several centers and institutes with a community engagement mission. The most noteworthy support has been given to the institutes and centers associated with the University’s Unbounded Possibilities initiative. The eight programs, which were selected from a pool of thirty-one in 2011, received $2,009,100 in university funding for FY2013. Following is a breakdown of this funding:

* Rural Urban Economic Development Institute - $286,260
* Center for Health, Wellness, and Life Enrichment - $291,155
* Community School of the Arts - $150,555
* Center for Genomic Advocacy - $331,054
* Center for Unmanned Systems and Human Capital Development - $261,576
* Center for the Study of Health, Religion, and Spirituality - $179,750
* Institute for Community Sustainability - $361,188
* Center for Global Engagement - $147,576

Funding was used for personnel, start-up equipment, and programs costs, including support for workshops, conferences, symposium, community engagement programs, and other outreach and engagement activities.

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

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

In FY2013, ISU received $9,218,766 in external grants. Of the 149 submissions, 67% included community engagement activities. Of the 99 grants that were funded, 48% had a primary focus of public service. These awards totaled $6,230,133. This figure is a 35% increase from the $4,617,776 reported in our previous submission. Highlights of our external awards include:

* The Blumberg Center was awarded six grants totaling $3,606,024 for outreach programs that improve education and service delivery to children and adults with disabilities. Of special note is a $1,755,000 grant for the Blumberg Center to work with Indiana schools to improve the quality of Individual Education Plans for students with disabilities.
* The College of Education received a $600,000 grant to create a statewide Principals Institute that will serve as a leadership academy for principals.
* The Western Indiana Area Health Education Center received two grants totaling $392,295 to increase the number of students entering health care professions in underserved areas.
* The Center for Community Engagement received a $185,013 grant from the National Corporation for National and Community Service to support Sycamore Service Corps, our local AmeriCorps program.
* The Department of Applied Health Sciences received two grants totaling $650,000 to work with non-profit partners, educational institutions, and health care providers to decrease smoking and substance abuse in adolescents.
* The Small Business Development Center (SBDC) received $193,394 from the Indiana Economic Development Corporation to operate the western Indiana SBDC.
* The College of Education received two grants totaling $428,520 for programs that are focused on teacher improvement.
* University faculty, staff, and students received six grants from Indiana Campus Compact totaling $21,374.
* Faculty received three grants from the Wabash Valley Community Foundation totaling $17,874 to support engagement programs in the local community.

The Center for Community Engagement continued to be supported by two five-year grants from the Lilly Endowment totaling $3,500,000. One of those grants was completed in December 2013. The other closes on June 30, 2014. A new five-year grant of $3,000,000 was received in December 2013 to support work in the Center for Community Engagement, Business Engagement Center, and Career Center.

Link:

[Office of Sponsored Programs Annual Report FY2013](http://www.indstate.edu/osp/Newsletters%20and%20Reports/Annual%20Reports/Files/2013_Annual%20Report.pdf)

*2.c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement. For re-classification, describe what has changed, if anything, with fundraising*

*activities since the last classification. (Word limit: 500)*

The University’s community engagement activities continue to benefit from support to donors to the ISU Foundation. For example, two endowments provide internship scholarships to students. These scholarships help students pay their living expenses and enable them to take high-quality unpaid internships or relocate to another community for either paid or unpaid internships.

Following are some additional examples from FY2013 that illustrate how fundraising contributes to community engagement:

* Old National Bank Foundation provided $250,000 in funding for the Old National Bank Financial Health Classroom in the Scott College of Business and a new financial literacy program for K-12 students.
* Bob and Jan Jerry established a charitable gift annuity that provides teacher education students scholarships for study abroad.
* David and Jerry Mitchell donated $100,000 to create the Music Experiential Learning and Community Engagement Fund. This fund will provide the opportunities for faculty and students to travel for performances.
* Norma and William Grosjean left a $1 million bequest to the Bayh College of Education to create the Norma and William Grosjean Clinic. This clinic houses the counseling clinic, the Porter School Psychology Center, and the Rowe Center for Communicative Disorders. The clinics provide experiential learning opportunities for students and an array of mental health and other services to the community.
* The Lilly Endowment granted $3 million to fund continued operation of the Networks Financial Institute.

 As community engagement has become institutionalized and individual community engagement programs have matured, staff and participants have been able to dedicate more time and effort to fundraising. The student leadership team of the Alternative Spring Break program now fundraises approximately $20,000 annually to fund half of the cost of the program. The Nonprofit Leadership Alliance (NLA) student organization also is very active in fundraising. During FY2013, the NLA organization raised $14,000 to support their travel to the national organization’s management institute.

**Links:**

[Focus Indiana and Rex Breeden Scholarship Program](http://www.indstate.edu/carcen/students/focind.aspx)

*2.d. In what ways does the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: 500)*

Faculty, staff, and students are very active in providing service to at least 115 partner organizations, primarily in west-central Indiana. Through service-learning, internships, volunteerism, and other activities our University community provided 1.2 million hours to the community. If these service hours are valued conservatively at minimum wage of $7.25 per hour, the value of the contribution is $8,700,000.

A small, but important, percentage of our total service hours come from the University’s Community Service Leave program. During FY2013 208 Indiana State employees provided 1729 hours of service through the University’s Community Service Leave Program. Full-time employees are entitled to 15 hours and part-time employees to 7.5 hours of community service leave annually.

 Every year the University and its many departments and student organizations participate in several fundraising programs that benefit the local community. The annual employee United Way campaign raised $76,000 in FY2013. The University sponsored a Habitat for Humanity house that was dedicated in 2013. The sponsorship included providing labor for the build and raising $35,000 for the cost of the home. For over 40 years ISU has served as the home of the Special Olympics Indiana State Summer Games. Each February, we host the local Polar Plunge fundraising event to raise money for Special Olympics. In FY2013, participants raised over $25,000.

 One significant change that we have made since our initial application is increasing the percentage of our Federal Work Study (FWS) award that is utilized for community service positions. For several years, we dedicated approximately 15% of the award for community service. In FY2013, we increased that percentage to 33%. The value of our FWS allocation for community service was $167,682. We are on schedule to reach that mark again this year and plan to maintain the 33% level for at least the next five years.

 ISU has a long-standing relationship with the Catholic Charities Food Bank. The food back provides food to approximately 100 local food pantries and nonprofit organizations annually. In FY2013, the University contributed 19,774 pounds of food to the Catholic Charities Food Bank.

**Links:**

[Community Service Leave Policy](http://www.indstate.edu/publicservice/faculty/cSLeave.aspx)

***Documentation and Assessment***

3. Provide narratives addressing the following:

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

Indiana State University tracks and documents community engagement through multiple methods. All of these mechanisms are new since the last classification. The following section includes a description of documentation activities for major programmatic categories.

* Majors - On September 9, 2010, the Board of Trustees charged each academic program, “to review their curriculum to ensure that a significant, culminating, experiential learning experience is provided for each major. For those majors who do not meet this requirement, it is expected that the faculty will revise their curriculum as appropriate.” We know that many examples of experiential learning have a direct and significant impact in the community. Within 2 years, each program has positively responded to the Board of Trustees mandate. Each department chair submitted a report to the Associate Vice President for Community Engagement and Experiential Learning. This data is maintained in academic affairs.
* Course Sections - Indiana State University’s Curricular Engagement Inventory (CEI) is an annual review of community engagement and experiential learning practices within academic courses. In its fifth year, the CEI helps to identify the type and intensity of these practices used by faculty across all disciplines of Indiana State University.  Categories of curricular engagement that impact the community are designated and reported. The number of hours of service that students provide in conjunction with the courses also is reported. This data is collected by the Center for Community Engagement. This data is maintained in Banner.
* Students – ISU implemented a comprehensive co-curricular data collection project as part of the2009 strategic plan. Participation in a wide range of student activities, including community engagement, is documented through this system. Data is entered into the system through three methods. Participation at major community engagement events, such as campus-wide days of service, is tracked on-site at the event using student ID cards. Faculty and staff also upload student data to the co-curricular record. This method is used to track student participation in on-going community engagement activities, including AmeriCorps and Sycamore Service Scholars. Individual students and student organizations report participation in other extra-curricular community engagement activities on-line through the Sycamore Service Challenge reporting system. The co-curricular data project is managed by the Associate Vice President for Community Engagement and Experiential Learning and the Division of Student Affairs. The data is maintained in Banner.
* Faculty and Staff – Faculty and staff currently report community engagement activities to the Center for Community Engagement as they utilize their Community Service Leave. This data is maintained in the Center for Community Engagement. Starting in 2014, staff will report their community engagement activities to Human Resources in conjunction with completion of their annual performance review. Faculty members report their community engagement activities to Academic Affairs as part of their annual activity reporting.

Data is gathered annually for the purposes of reporting strategic plan outcomes, determining resource allocations, planning programs, and giving awards and recognition. Refinements to these processes are made on an annual basis.

Links

[Curricular Engagement Inventory](http://www.indstate.edu/publicservice/faculty/curEng.aspx)

[Community Service Leave](http://www.indstate.edu/publicservice/faculty/cSLeave.aspx)

[CEEL Reporting](https://indstate.qualtrics.com/SE/?SID=SV_3pHUlsq1jtTZ8j2)

[Provost Memo - Update on Results from BOT 2010 Mandate](http://www.indstate.edu/publicservice/about/ceclassification/2010%20Experiential%20Learning%20Memo.pdf)

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

During 2008-09, the University completed an extensive review of the status of community engagement at ISU. This review was based on Holland’s (2006) model of Levels of Commitment to Community Engagement. The review was guided by a University-wide committee appointed by the President. This review has guided much of our work since the last classification. We established several engagement goals in 2009, including the following: 1) increasing student participation in community engagement, 2) ensuring that every academic program includes a significant student engagement component, 3) ensuring that every academic program acknowledges community engagement in promotion and tenure documents, 4) improving documentation of our community engagement activities, 4) increasing opportunities for staff to be involved in community engagement, and 5) increasing intensive service opportunities for students.

Progress toward reaching these goals is measured annually. The specific benchmarks that we evaluate include: annual student participation in community engagement, percentage of programs with a community engagement/experiential learning requirement, community leadership positions held by faculty and staff, businesses served by the Business Engagement Center and Small Business Development Center, annual United Way support, and annual pounds of food donated.

Student participation in curricular engagement is measured with the Curricular Engagement Inventory (CEI). CEI is an annual review of community engagement and experiential learning practices within all academic courses. The current inventory is in its fifth year. The Center for Community Engagement uses this data to track the university’s progress toward meeting strategic initiatives and to generate information for the President’s Higher Education Community Service Honor Roll. This data is collected and analyzed annually.

Student participation in co-curricular community engagement is also measured by the Center for Community Engagement using the documentation mechanisms described in the previous section. This data is analyzed semi-annually.

Academic Affairs conducted the initial assessment of the departments’ compliance with the mandates that community engagement be included in promotion and tenure documents and the curriculum of every academic program. As promotion and tenure documents are updated and new curriculum are approved the appropriate faculty governance committees monitor compliance.

Advisory councils assist with qualitative assessment of the University’s community engagement activities. The Office of the President, academic colleges, Career Center, and Center for Community Engagement all have councils that meet semi-annually.

The University periodically utilizes consultants to complete assessments of the University’s impact on the community and state. In 2012 Thomas P. Miller and Associates completed an economic impact study for us. In 2013, Eduventures completed studies of employer’s perceptions of the impact of ISU.

 The University also administers NSSE on a three-year cycle to first-year students and seniors.

In 2013, the President charged the AVP for Community Engagement with the task of working with members of the campus community to develop long-term, measurable goals that demonstrate impact on the community. At this time, we are focused on two priorities: increasing the percentage of children living the Ryves Neighborhood that complete post-secondary education programs and decreasing infant mortality in west-central Indiana.

Links

[Curricular Engagement Inventory](http://www.indstate.edu/publicservice/faculty/curEng.aspx)

[Pathway to Success 2013](http://irt2.indstate.edu/ir/index.cfm/sp/index)

c. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: **500**)

Prior to submission of our first classification application our assessments and related actions primarily were focused on expanding community engagement activities across the campus and determining institutional support for community engagement as a long-term strategic priority of the institution. Our 2008-09 assessment of ISU’s commitment to community engagement indicated a medium to high level of commitment for each of the nine variables. The findings from that assessment are helping us move toward becoming an institution that has fully integrated community engagement into all aspects of our culture. Specific findings from this assessment included the following:

1. Academic and administrative units needed to better align their mission statements and strategic plans with the ISU documents.
2. Reporting of community engagement by individuals and departments needed to be improved.
3. There was inconsistent involvement of the community in the decision making activities of departments and programs.
4. The coordination of the University’s community engagement activities could be improved with an improved infrastructure.
5. Related faculty professional development needed to be improved.
6. Human resource processes and policies needed to acknowledge the importance of community engagement.
7. The inclusion of community engagement in academic programs was inconsistent across the campus.
8. There was a need for additional intensive service opportunities for students.
9. The Honors and Foundational studies programs need to incorporate community engagement.

In the years that have followed this university-wide assessment, we have continued to assess the prevalence and impact of community engagement at the institution. The most recent Curricular Engagement Inventory (2012-13) indicated the following:

* Saturation of Community Engagement in the Indiana State Curriculum – 1293 course sections (20%)
* Unduplicated Head Count of Students Participating in Course-Based Community Engagement – 7,813 students
* Hours of Course-Based Community Engagement – 1,110,470 hours

Our 2013 survey of Indiana employers indicated the following regarding ISU interns and post-graduate, entry-level employees:

* Four skills emerged as in high demand and hard to hire for: problem solving, critical thinking, oral communication, and conducting oneself in a professional manner.
* There is a gap between the expectations of employers and the skills of graduates.
* ISU graduates are comparable to other Indiana graduates in comparisons of most job related skills.
* Employers desire greater access to students while in college.
* Many Indiana employers have a neutral opinion about ISU and our graduates.

As mentioned in the previous section, we benchmark several indicators of involvement in community engagement. Following are some examples of our results:

* Yearly student participation in community activities (co-curricular and curricular) increased from 6145 during the 2010-11 AY to 7,651 during the 2011-12 AY and 8578 during the 2012-13 AY.
* United Way Support increased from $63,280 in Fall 2011 to $67,473 in Fall 2012 and $78,091 in Fall 2013.

Results of the 2013 National Survey of Student Engagement (NSSE) show the university scored significantly higher among both freshmen and seniors in the high-impact practices of service learning, learning communities, research with faculty members and culminating experiences.

***Impact on students***

d. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

 An important impact on students is increased opportunities for students to be engaged in meaningful community engagement. We offer these opportunities based on our belief that meaningful engagement contributes to student success.

 ISU’s greatest strategic priority is increasing student retention. Over the past several years we have implemented several high-impact practices with the intention of improving retention. Strategic plan data released demonstrates an increase in first year student retention. Indiana State University 1st year retention rates:

• Fall 2011 – 58.1%

• Fall 2012 – 60.6%

• Fall 2013 – 63.5%

Community engagement and experiential learning strategies are considered among the high-impact educational practices (Kuh, 2008). The increase in first year retention rates is due to a combination of factors. One of these factors is likely community engagement. In order to explore the relationship between engagement and retention, a research team led by a faculty fellow in the Center for Community Engagement investigated a relationship between participation in CE activities and retention from the Fall 2011 semester to the Fall 2012 term. The CE activities evaluated included Alternative Spring Break, College Day of Caring, Fall Donaghy Day, Hull House Service Trip, Martin Luther King Jr. Day of Service, Sycamore Service Challenge, Henryville Clean-Up Days, Spring Donaghy Day, Indianapolis Day of Service, Americorps, Service Learning Scholar Program, and enrollment in a Community Engagement Course. The types of community engagement courses include Community Based Service Learning, Internship, Practicum, Clinical Experience, or Fieldwork, Consultation, Student Teaching, or Arts Performance and Exhibition.

60.5% of this cohort (n=2,514) was retained from the Fall 2011 to the Fall 2012 terms. 74.1% of this cohort participated in at least one of the CE activities evaluated. A 2-tailed Spearman-Rho correlation was used to evaluate if a relationship existed between participation in any CE activity and retention to the sophomore year. Results indicate that there is a 1 to 1 relationship for community engagement and retention (p= 0.01). A linear regression indicated that the majority of activities have moderate predictive value in determining retention.

Although additional research is warranted to clearly determine the relationship between student engagement and retention, we do feel positive about the results of this research and continue to work to increase opportunities for students to participate in meaningful community engagement activities. Examples of recent expansion of our programs include expanding the Alternative Breaks program, increasing Federal Work Study Community Service opportunities for students, and expanding the Sycamore Service Scholars program.

Links

[ISU Student Success Conference Presentation, Beyond Retention: Perspectives on Persistence](https://www.google.com/url?q=http://www.indstate.edu/studentsuccess/pdf/Conference%2520presentations/Session11--Beyond%2520Retention%2520Rates%2520-%2520Perspectives%2520on%2520Persistence.pdf&sa=U&ei=-PsqU8nSLIWD2gWInYHoDg&ved=0CAUQFjAA&client=internal-uds-cse&usg=AFQjCNG9uxPbxAf1u6PrxfHgkpODdwL46g)

***Impact on*** ***faculty***

e. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

In 2009, the NCA Special Emphasis committee reviewed promotion and tenure documents across the campus and determined that the scholarships of engagement and teaching had not been widely identified as valid criteria for tenure and promotion. Although community engagement includes activities in the teaching, research, and service endeavors of faculty, many tenure and promotion documents primarily described community engagement as synonymous with community service. Departments professionally linked to engagement and community issues had explicit expectations related to teaching and research that connect to community involvement. In other departments, tenure and promotion documents primarily described community engagement as synonymous with community service, in spite of the university’s definition of community engagement that clearly includes activities in teaching, research, and service endeavors. At the college level, expectations reflected more traditionally-defined ideas for scholarly performance. In general, consideration of activities related to community engagement and experiential learning in tenure and promotion decisions were inferred through open-ended, implicit language in College P&T documents. The impact of this situation was that many faculty members were prevented from participating in engaged scholarship due to concerns about earning promotion and tenure.

A similar assessment was conducted in 2011 following a mandate from the Board of Trustees that all documents be revised to incorporate community engagement in the domains of research, service, and teaching. This assessment was conducted by faculty affairs committees in each academic department and college. A final assessment also was conducted in the Provost’s office. The findings from this assessment indicated that every department had incorporated the scholarships of engagement and teaching as valid criteria for tenure and promotion. The impact on faculty is that they are now able to actively pursue engaged scholarship free of concerns that their work will not be counted for tenure and promotion.

***Impact on community***

f. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

One key finding related to community impact is that low-income community members who have experienced injuries have improved health care as a result of ISU’s community engagement activities.

In 2008, Dr. Tim Demchak, Associate Professor of Athletic Training, started an orthopedic rehabilitation program in collaboration with Saint Anne’s clinic, a free clinic serving uninsured adults. The clinic is staffed by students under the supervision of Dr. Demchak. Participants include students from athletic training, physical assistant program, public health, and occupational therapy.

There are few options for physical therapy for patients at the clinic. Those who are able to participate in rehabilitation programs often have to wait 6-8 weeks. The goal of the program was to provide quality rehabilitation services to patients who would not otherwise receive this care.

The students and staff recorded the total number of visits, rehabilitation outcomes using pain scales, and orthopedic evaluation, and patient satisfaction. The findings from this assessment indicate a strong demand for rehabilitation and that the community has benefitted significantly from the service. The rehabilitation center was open a total of 40 days in 2010, 79 days in 2011, 87 days in 2012, and 82 days in 2013. The number of patient visits was 216 in 2010, 629 in 2011, 1046 in 2012, and 1106 in 2013. The number of service hours was 249.5 in 2010, 623.5 in 2011, 723 in 2012, and 850 in 2013. Each patient receives an initial assessment and treatment plan. Eighty-two percent of patients have followed-through with their appointments. This is in contrast to the 50% follow-through rate that is considered normal for a free clinic.

***Impact on institution***

g. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

As the University has taken steps to ensure that the community engagement is acknowledged in tenure and promotion, we have taken parallel steps to recognize community engagement in the human resource policies and practices that affect our staff. The impact of this action is that staff are experiencing greater opportunities to participate in community engagement.

In September 2010, the ISU Board of Trustees approved a community service leave policy. This policy helped institutionalize the University’s commitment to community engagement by ensuring that all staff members have the opportunity to participate in community engagement. The policy encourages employees to participate in volunteer activities by providing flexibility in work schedules and paid leave opportunities. Under the provisions of the policy, employees may, at the discretion of their supervisor, be granted paid leave to provide “hands-on” voluntary service to their communities as part of an organized community service project. Appropriate service activities include the provision of direct service to a non-profit organization, a public agency, a local school corporation, or the clients that these organizations serve. Full-time employees are granted 15 hours (the equivalent of 2 working days) of leave per fiscal year. Part-time employees are granted 7.5 hours of leave. In FY 2013, employees provided 1729 hours of service through the community service leave program. The program is administered through the Center for Community Engagement.

In 2013, the Center for Community Engagement created the Staff Award for Community Engagement. This award is a companion to the previously established President’s Award for Civic and Community Leadership (student award) and Faculty Award for Community-Based Learning and Scholarship. The award is presented to one or more staff who has contributed to the Wabash Valley through development and creative outreach to a community partner. Staff members can be nominated by community partners, faculty, staff, or students. The application includes a letter of support from a community partner and a personal statement by the nominee. The recipient is selected by a screening committee composed of staff and students.

***Professional Development***

4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: **500**)

Professional development for community engagement has been augmented since our last classification. Representatives from the Center for Community Engagement (CCE) meet with all new faculty during their yearlong orientation to the university. We focus on encouraging and developing the inclusion of community engagement strategies in their teaching, scholarship and service.  A Service Learning Faculty Guide was created by the CCE to assist all faculty. We continue to work on a one on one basis when faculty request support with community strategies.

The Center for Community Engagement offers additional grant opportunities to faculty who are including community engagement and service learning in to their work. Specifically these funds support course based community engagement activities, community engagement within Rvyes neighborhood, faculty presenting community engagement strategies at conferences, course related travel, and summer research opportunities for students.

We support Indiana Campus Compact Fellows program annually. During the 2012-2013 academic year, three faculty members were part of the program, including one person serving as the ICC’s senior fellow.

Since our last classification, ISU has instituted a Community Service Leave Policy. This policy allows faculty and staff members to use a portion of their work time to address community needs. Programs to communicate how the policy could be used were coordinated by the CCE and delivered to the Support Staff Council. We continue to work on a one on one basis when faculty and staff have questions about the policy.

ISU’s Center for Community Engagement sponsors a Community Partner Summit. During the 2013 event we met with 27 individuals from 14 local non-profit agencies.  This summit provides key interaction between faculty and community partners. A move to support more regular and focused meetings between faculty and community partners is being planned.

***Faculty Roles and Rewards***

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

🞏 No ▪ Yes

Describe (word limit: **500**):

The university demonstrates a preference toward candidates who will be successful at extending the mission and vision of the institution. Community engagement figures prominently in the mission and vision of the University.

When advertising positions at Indiana State University, it is common to see statements regarding community engagement in job descriptions. Below is an excerpt from the job description used during the recent Provost and Vice President for Academic Affairs’ search:

“Primary Responsibilities: The Provost and Vice President for Academic Affairs serves as the chief academic administrator of the University responsible for academic policy, accreditations, planning, curriculum, faculty development, academic personnel administration, library, information technology, and program effectiveness. The Provost is the second-ranking officer at ISU and reports directly to the President. This position has responsibility for support of scholarship, academic advising, registration and records, research and grants, international affairs, student success, residential life, and qualitative program assessments. The Provost works closely with other members of the executive team to achieve the established goals of the University within a framework of shared governance. The Provost is responsible for managing and balancing the budget for the Division of Academic Affairs. **The successful candidate must be able to support efforts to strengthen opportunities for students to engage in experiential learning and faculty members to further their research and service efforts in the community.** The future Provost will also be able to guide program development that will serve the economic development needs of the region and the State.”

Links

[Provost Position Description](http://www.indstate.edu/publicservice/about/ceclassification/provostpositiondescription.pdf)

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: **500**)

Since our last classification, the promotion and tenure process for Indiana State University faculty in all of our colleges and departments has been changed to incorporate community engagement (through teaching, scholarship, and/or service) as a consideration for promotion and tenure.

7. Is there an institution-wide **definition** of faculty scholarly work that uses community-engaged approaches and methods?

🞏 No ▪ Yes

Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: **500**)

 At the time each department and college was charged with revising their promotion and tenure documents, the following definition was provided by Academic Affairs and the Center for Community Engagement:

“A specific conception of faculty work that connects the intellectual assets of the institution (i.e. faculty expertise) to public issues such as community, social, cultural, human and economic development. Through engaged forms of teaching and research, faculty apply their academic expertise to public purposes, as a way of contributing to the fulfillment of the core mission of the institution.” (Holland, 2005)

Links

[Indiana State University Handbook](http://www.indstate.edu/adminaff/policyindex.htm)

[Center for Community Engagement](http://www.indstate.edu/publicservice/faculty/default.aspx)

8. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

🞏 No ▪ Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: **500**):

 ISU utilizes a decentralized model for review of faculty. As a result, only very broad policies exist at the institutional level. The University Handbook provides very general guidance on Faculty Appointment, Promotion and Tenure. The Standards for Achievement define the work of a faculty member across the levels of assistant professor/librarian, associate professor/librarian and full professor librarian. These standards are:

305.3.3.1 Assistant Professor/Librarian. Documented evidence of adequacy in teaching or librarianship; of potential for achievement in research, scholarship, or creative activity; and of service appropriate to the mission of the faculty member's academic unit are required. Faculty members are to demonstrate continuous professional growth in teaching or librarianship; research, scholarship, or creativity; and service.

305.3.3.2 Associate Professor/Librarian. Documented evidence of effective teaching or librarianship; a record of research, scholarship, or creative activity which has earned professional recognition at the national or regional level; and evidence of effective service to the University and to either the community or the profession are required.

305.3.3.3 Professor/Librarian. Documented evidence of sustained effective teaching or librarianship; of a record of substantial accomplishment in research, scholarship, or creativity which has led to professional recognition at the national level; and of active, substantive service to the University and to both the community and the profession are required.

 Following is an example of how the Scholarship of Engagement is valued in the college guidelines:

“Scholarship within the Bayh of Education is broadly conceived as serving the interdependent functions of discovery, integration, application, and teaching (Boyer, 1990) and as leading to publicly acknowledged advancements in the faculty member’s discipline or in higher education. The scholarship of discovery involves the generation of knowledge through disciplined inquiry. The scholarship of integration is the disciplined work that creates new insights or intellectual patterns through the synthesis and interpretation of existing knowledge. The scholarship of application refers to the dynamic process of applying theory into practice to solve individual and societal problems. The scholarship of teaching refers to inquiry into the art of and expansion of the body of knowledge about teaching.” (Bayh College of Education Promotion and Tenure Guidelines, 2010)

Links

[Indiana State University Handbook](http://www.indstate.edu/adminaff/policyindex.htm) Section 305.1.4

[Bayh College of Education Promotion and Tenure Policy](http://coe.indstate.edu/congress/BCOE_RPT.pdf)

9.a. Is community engagement rewarded as one form of **teaching and learning**?

🞏 No ▪ Yes

*Please describe and provide text from faculty handbook (or similar policy document) (word limit:* ***500****):*

This example demonstrating community engagement being rewarded in the area of teaching and learning comes from the College of Arts and Sciences Tenure and Promotion Document.

“Evidence for Performance-Based Evaluation of Teaching - The College of Arts and Sciences is committed to ensuring that its graduates acquire the skills and knowledge necessary to function as educated individuals, life-long learners, and responsible citizens. Faculty contribute to this mission through effectiveness in teaching, both inside and outside the classroom. Contributions may include the use of experiential learning activities as well as community engagement as defined by the departmental mission.”

Link

[College of Arts and Science Tenure and Promotion Document](http://www.indstate.edu/cas/College%20Promotion%20and%20Tenure%20Document.pdf)

9.b. Is community engagement rewarded as one form of **scholarship**?

🞏 No ▪ Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

This example demonstrating community engagement being rewarded in the area of scholarship comes from the College of Nursing Health and Human Services Tenure and Promotion Document.

**“**Scholarship, as outlined by Boyer (1990), can take on many forms and is largely determined by disciplinary norms and standards. Scholarly activities are inextricably linked to other aspects of the faculty role (Edgerton, O’Meara, & Rice, 2005). No matter the form of scholarship, it should be peer reviewed at the regional/national or international levels and could take the form of articles, grants, book chapters, books, conference presentations or other creative works accepted by the discipline. The quantity and kinds of scholarship required for tenure and/or promotion are largely determined by the Department. Whether or not external review of scholarship is necessary is also determined by the Department.

The scholarship of teaching is the systematic investigation of classroom activities for the purpose of assessing efficacy of teaching practices and learning outcomes. The scholarship of discovery is the generation of disciplinary knowledge through systematic inquiry.

The scholarship of application, sometimes called the scholarship of engagement, could generally be conceived as the application of theoretical knowledge which advances the discipline or solves practical/clinical problems. This includes research with community partners.

The scholarship of integration is synthesizing disciplinary knowledge in new ways which in turn advances the discipline.”

Link

[College of Nursing Health and Human Services Tenure and Promotion Document](http://www.indstate.edu/publicservice/about/ceclassification/NHHS%20Tenure%20and%20Promotion%20Guidelines.pdf)

9.c. Is community engagement rewarded as one form of **service**?

🞏 No ▪ Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

This example demonstrating community engagement being rewarded in the area of service comes from The University Handbook .

**“305.1.4 Service.** Service may consist of service to the University, to the discipline, or to the community. Community service, as defined here and elsewhere in these policies, refers to service in which the faculty member offers discipline-related expertise to an external agency, company, or non-profit organization.”

Links

[Indiana State University Handbook](http://www.indstate.edu/adminaff/policyindex.htm)

10. Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

🞏 No ▪ Yes

Which colleges/school and/or departments? List Colleges or Departments:

The Bayh College of Education

Department of Communication Disorders and Counseling, School, and Educational Psychology

Department of Curriculum, Instruction, and Media Technology

Department of Educational Leadership

Department of Elementary, Early, and Special Education

The College of Arts and Sciences

 Department of Art and Design

Department of Biology

Department of Chemistry and Physics

Department of Communication

Department of Criminology and Criminal Justice

Department of [E](http://www.indstate.edu/ees/)arth and Environmental Systems

Department of Economics

Department of English

Department of History

Department of [Languages, Literatures and Linguistics](http://www.indstate.edu/lll/)

Department of Mathematics and Computer Science

Department of Music

Department of Philosophy

Department of Political Science

Department of Psychology

Department of Theater

The College of Nursing, Health and Human Services

 Department of Advanced Practice Nursing

 Department of Applied Health Sciences

 Department of Applied Medicine and Rehabilitation

 Department of Baccalaureate Nursing

 Department of Baccalaureate Nursing Completion

 Department of Kinesiology, Recreation and Sport

 Department of Social Work

The College of Technology

 Department of Applied Engineering and Technology Management

 Department of Aviation Technology

 Department of Built Environment

 Department of Electronics & Computer Engineering

 Department of Human Resource Development
The Scott College of Business

 Department of Accounting, Finance and Insurance & Risk Management

 Department of Management, Information Systems & Business Education

 Department of Management & Operations

What percent of total colleges/school and/or departments at the institution is represented by the list above? 100%

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below (word limit: **500**)

“Community engagement and experiential learning are a central part of the college and

university vision and mission statements. Faculty are encouraged to engage in quality community

engagement and experiential learning relevant to their professional field. These activities may apply

to teaching; research, scholarship or creative activity; and service as determined by department and

college criteria” – [Bayh College of Education Tenure and Promotion Document](http://coe.indstate.edu/congress/BCOE_RPT.pdf)

Achieving tenure and promotion are hallmarks of one’s academic career. Obtaining promotion and tenure are not the result of merely being employed for a certain number of years, but a result of demonstrated excellence in teaching, scholarship and service. The focus of this Department document is on the values associated with teaching, scholarship, and service. Programs within the Department of Kinesiology, Recreation, and Sport have a long tradition of community engagement and experiential learning. Each of the categories of teaching, scholarship, and service may include examples of community engagement and experiential learning as noted below. – [Department of Kinesiology Recreation and Sport Tenure and Promotion Document](http://www.indstate.edu/publicservice/about/ceclassification/KSR%20P%20and%20T%20document.doc)

“Still other indicators of quality instruction include accessibility to students; evidence of course development; innovation; aspects of student advisement; supervision of independent study; service on master’s, PhD or project committees; manifested presence in department; and interaction with students in extra-classroom settings (experiential learning activity). Other activities include facilitating the experiential learning of students through such activities as supervision of field trips, internships, and student community engagement, both on and off campus.” – [Department of Built Environment Tenure and Promotion Document](http://www.indstate.edu/publicservice/about/ceclassification/v%202%200%20Built_Environmenti_Tenure_and_Promotion_teaching_doc_March_20131.docx)

11. Is there **professional development for faculty and administrators who review candidates’ dossiers** (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

 🞏 No ▪ Yes

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: **500**):

The primary responsibility for tenure and promotion decisions lies with each of the academic colleges. As a result, training faculty for review of promotion and tenure dossiers is conducted at the departmental and college level. Each department and college has a review committee. The chair of those committees is responsible for ensuring that committee members have been trained prior to the start of the review cycle. For example, the College of Nursing, Health and Human Services provides annual training on the Boyer Model to its College Faculty Affairs Committee. This committee is charged with the responsibility of making tenure, promotion, sabbatical and biennial faculty review recommendations. This training occurs annually in the Fall semester and is provided to all new and existing members.

University-wide activities that prepare faculty and administrators to review dossiers have included a training session for department chairs entitled, *Good Practice in Pre-Tenure and Tenure-Faculty Evaluation*. The most recent session was held on September 13, 2013.

The Center for Community Engagement provides training and support to faculty members who are interested in documenting the scholarship of engagement. During the University-wide revision of departmental and college promotion and tenure guidelines, the Associate Vice President provided a training to all department chairs focusing on how the scholarship of engagement and engaged teaching can be documented and evaluated. The frameworks that we have used for this and other trainings include those developed by Imagining America and Community-Campus Partnerships for Health. Our Scholarship of Engagement training includes the following components:

1. Definition of community engagement
2. Definition of engaged scholarship
3. Dimensions of engaged research
4. Practices of engaged scholarship
5. Boyer’s model
6. Barriers to valuing the scholarship of engagement
7. Integrating the scholarship of engagement into academic work
8. Documenting the scholarship of engagement
9. Criteria for evaluating the scholarship of engagement

Link

[Faculty and Staff Community Engagement Resource Page](http://www.indstate.edu/publicservice/faculty/default.aspx)

12. If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

🞏 No 🞏 Yes Not applicable, current policies are in place to reward community engagement within the tenure and promotion process.

Describe the process and its current status (word limit: **500**):

The promotion and tenure process for Indiana State University faculty in all of our colleges and departments has been changed to incorporate community engagement as a consideration for promotion and tenure.

The best possible answer to the previous question, "If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?", would be ‘not applicable’. Since that was not an option, we chose yes.

***Student Roles and Recognition***

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

Students are broadly involved with community engagement, through both curricular and co-curricular activities. Student leadership opportunities within community engagement include, but are not limited to, the Service Learning Scholars program, Nonprofit Leadership Alliance, and Civic Leadership Minor. In addition, students involved with Alternative Spring Break have been formally organized into a campus organization. Many student organizations are active in philanthropy; these philanthropic activities provide leadership opportunities for students.

The Service Learning Scholars program features the completion of service-learning designated coursework, an ongoing process of self-reflection on the meaning of service, and culminates in a supervised service project to address a specific community need. The students plan, implement, assess their community engagement project and provide a self-reflection.

The Nonprofit Leadership Alliance is dedicated to educating, preparing and certifying professionals to strengthen and lead nonprofit organizations. ISU’s NLA was named Nonprofit Leadership Alliance
– Sprint Campus Partner of the Year in 2013. The Nonprofit Leadership Student Association plans and conducts workshops, sponsors fundraising efforts, and works on campus and in the community on service projects.

The Co-Curricular Record (CCR) provides students with a verified, documented history of their university related achievements outside of the classroom. Indiana State University began to systematically maintain co-curricular data beginning with the Fall 2010 term. There are many types of data summarized in a student’s CCR, including community engagement. This Includes information on student involvement in university recognized community engagement activities and events. Data in this section is collected and maintained by the Center for Community Engagement.

The Center for Community Engagement (CCE) hosts an annual banquet to celebrate and recognize community engagement activities from across the university. 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.

Award winners from the Sycamore Service Challenge are announced during the opening remarks of Spring Donaghy Day. These awards recognize the freshmen, sophomore, junior and senior who have completed the most service hours. The student organization whose members have completed the most service hours is also recognized.

Since our last classification, the Service Learning Program, Co-Curricular Record, Sycamore Service Challenge and Alternative Spring Break Student Organization have been created and implemented.

Links

[Co-Curricular Record](https://www.indstate.edu/ccr/Employers.htm)

[Nonprofit Leadership Alliance](http://www.indstate.edu/krs/npl/)

[Nonprofit Leadership Alliance Student Association](http://www.indstate.edu/krs/npl/student-assoc.htm)

[Service Learning Scholars Program](http://www.indstate.edu/publicservice/students/sls.aspx)

[President’s Award for Civic and Community Leadership](http://www.indstate.edu/publicservice/fundingAwards/awards/PRESCIVICANDCOMMUNITYLEADERSHIP.doc)

***Supplemental Documentation***

14. Is community engagement noted on student transcripts?

 🞏 No ▪ Yes

 If yes, is this a change from your prior classification?

 🞏 No ▪ Yes

15. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

 🞏 No ▪ Yes

 Please provide examples (word limit: **500**):

There is evidence of diversity and inclusion work with community engagement in both formal documentation and in practice. Examples within formal documentation are replete at all levels of the university’s structure. These include:

* Indiana State University identifies seven key values. Embracing diversity, and practicing stewardship, and responsibility are among them.
* *Pathways to Success 2013*, Indiana State University’s Strategic Plan, Goal Six: Take measures to enhance the University’s ability to recruit and retain great faculty and staff in order to realize its goals and fulfill its mission. Objectives within this goal include increasing African-American faculty and recruiting more minorities and women into executive and professional staff positions.

These statements represent both who we are and what we aspire to be.

Diversity and inclusion work are linked to community engagement. This is practically evidenced in a wide array of community engagement programs. These include:

* The ISU Office of Diversity specifically addresses the inclusion of the greater Terre Haute community in its mission statement.
* Terre Haute Human Rights Day is a day-long event that thematically focuses on a different article of the Universal Declaration of Human Rights each year. The event features speakers, interactive workshops, and a variety of other activities. While centered on the Indiana State University campus, the programming represents the work of many individuals from both ISU and the Terre Haute community, and has involved both public schools and university students.
* The Rural Health Innovation Collaborative specifically targets healthcare issues for rural and underserved populations.
* Martin Luther King, Jr. and Eunice K. Shriver Days of Service celebrate minority and diverse populations through community engagement.
* Ryves Neighborhood Partnership focuses attention on an economically disadvantaged portion of Terre Haute.
* ISU’s Center for Global Engagement enhances the ability of the university to provide international education and experiential learning in the global community to its students.
* Charter School of the Dunes, located in Gary, Indiana, where high school dropout rates are amongst the highest in the state, and many youths do not see a future for themselves as college graduates. Alumnus Celeste Ux reached out to Indiana State in hopes that current college students might set a positive example and help motivate her fourth graders. This original partnership has grown and now includes the entire school. ISU faculty, staff and students visit Charter School of the Dunes twice per year.

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

 🞏 No ▪ Yes

 Please provide examples (word limit: **500**):

ISU’s Center for Community Engagement strives to provide all students access to community engagement activities, but we understand the importance of participation in the first year of study. Fall Donaghy Day occurs in conjunction with New Student Orientation to help focus first-year and transfer students on the importance of community engagement. The university requires all students to complete a significant community engagement or experiential learning activity prior to graduation. These activities are consistent with Kuh’s recommendations that students participate early in their time at a university and within their course of study (2008).

In an earlier portion of this document, *Impact on Students*, we detailed the results of a research project, completed at Indiana State University, which explored the relationship between engagement and retention on the Fall 2011 new student cohort. The results indicate that participation in the majority of the community engagement events had a moderately predictive relationship with retention.

ISU is guided by scholarly literature in designing community engagement projects that meet the needs of our students and is working to investigate the efficacy of practices through the scientific process.

**II. Categories of Community Engagement**

**A. Curricular Engagement**

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

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

There are a total of eight (8) questions in this section.

1. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.
2. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: **500**)

Indiana State University’s definition of service learning reads: a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

While this definition does not appear verbatim in our previous classification application, it is clear that the guiding principles are present. At the time of our last classification, in 2006, ISU was in the process of implementing a Service Learning Designation program to identify courses within the curriculum. The service learning definition is the same as it was in 2006.

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

The process described in our initial classification application, called the Service Learning Designation, was implemented in 2006. This process requires faculty to complete and submit an application, and for that application to be evaluated. In 2008, results indicated 33 courses that had been approved. It seemed that the application process was a hindering element.

During the 2008-2009 academic year, we initiated a new strategy. This strategic includes two components. As the schedule is built, departments designate appropriate courses in the following categories:

1. Community Based Service Learning – Students provide community service during the term to meet the requirements of a course.  This service is directly related to the learning objectives of the course.
2. Internship, Practicum, Clinical Experience, Fieldwork – Intensive, discipline-based experiences. Students typically work with an organization between 8-40 hours per week.
3. Consultation – Project-based experiences that require students to serve as consultants, providing a final product to the client.
4. Student Teaching – Supervised instructional experience; a culminating experience for education majors.
5. Student Research – A mentored inquiry or investigation which demonstrates the **full** research process and requires a product, such as an undergraduate thesis or refereed paper.
6. Arts Performance/Exhibition – A mentored, self-directed creative project that culminates in an exhibition or performance open to the campus or community.
7. Laboratory/Studio – A course which provides students with practical laboratory investigations or studio work experiences.
8. Study Abroad -Learning experiences that take place in another country.

During scheduling, students are able to identify courses in each of these categories through the searchable schedule of class.

As a follow-up to this process, the Center for Community Engagement completes the Curricular Engagement Inventory. The center procures a list of course sections from the Office of Records and Registration and then distributes them to academic units across campus. Three basic questions are asked regarding each course section.

1. Does the course require a curricular engagement component?
2. If so, what category of curricular engagement?
3. What is the duration of time (in hours) a single student is engaged in the above activities?

Enrollment information is combined with Curricular Engagement Inventory data and a summary of Curricular Engagement is determined.

We recognize that not all curricular engagement activities provide a direct contribution to our community. This distinction is particularly important when we are asked to provide data on the impact of our university on the community. The Curricular Engagement categories which have the greatest impact on community partners are: Community Based Service Learning; Internship, Practicum, Clinical Experience, Fieldwork; Consultation; Student Teaching, and Arts Performance/Exhibition.

The Service Learning Designation and Curricular Engagement Inventory remain active components of the Center for Community Engagement’s work.

1. Fill in the tables below using:

a. data from the most recent academic year (2012-2013)

b. data based on undergraduate FTE

|  |  |  |  |
| --- | --- | --- | --- |
| *Number of service learning courses* | *Change in number of courses since last application* | *Percentage of total courses* | *Percent change in courses since last application* |
| 1,245 | +1,146 | 20% | +1157% |

|  |  |  |  |
| --- | --- | --- | --- |
| *Number of departments represented by service learning courses* | *Change in number of departments since last application* | *Percentage of total departments* | *Percent change in departments since last application.* |
| 28 | +3 | 80% | +12% |

|  |  |  |  |
| --- | --- | --- | --- |
| *Number of faculty who taught service learning courses* | *Change in number of faculty since the last application* | *Percentage of total faculty* | *Percent change in number of faculty since last application* |
| 279 | +115 | 33% | +70% |

|  |  |  |  |
| --- | --- | --- | --- |
| *Number of students participating in service learning courses* | *Change in number of students since last application* | *Percentage of total students*  | *Percent change since last application.* |
| 7,024 | \* | 50% | \* |

\*At the time of the last classification application, Indiana State University defined a plan for determining this information. Since data were neither available nor provided at that time, they cannot be inserted into this graph.

1. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: **500**)

The Curricular Engagement Inventory is a primary responsibility of a faculty fellow in the Center for Community Engagement. It is an annual project which begins in February. The list of course sections for the preceding Summer II term, and Fall semester, current Spring semester and future Summer I term are acquired from the Office of Registration and Records. The list of course sections are scrubbed and partitioned so that only course sections from subject code areas are presented in separate files. In March, these subject code files are distributed to academic units. The completed forms are due back to the Center for Community Engagement in June. Multiple friendly reminders are sent to each dean or director between the months of March and June. These reminders provide a completion status for the academic unit. As forms are received, a technical review is completed. Audits, if necessary, occur soon after the technical review. Enrollments are reconciled and a summary for each subject code area is compiled. An Executive Summary is compiled and shared with the campus. Academic Unit summaries are compiled and shared with the appropriate Dean or Director.

The data is used to help determine our progress with Strategic Planning benchmarks. It is used annually for the President’s Higher Education Community Service Honor Roll application. It is also used for the Higher Learning Commission of the North Central Association of Colleges and Schools’ Accreditation and for the Carnegie Foundation’s for the Advancement of Teaching’s Community Engagement Classification Application.

Link

[Curricular Engagement Inventory](https://www.indstate.edu/publicservice/faculty/curEng.aspx)

1. As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students’ curricular engagement with community.

 For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links. (Word limit: **500**)

Since our last classification, every academic major was charged with verifying that all students complete a significant, culminating, experiential learning experience prior to graduation. This charge was approved by ISU’s Board of Trustees in 2010. This metric is tracked within the Strategic Plan benchmarks.

The Center for Community Engagement worked with deans and department chairs to periodically evaluate their progress and provide support. In 2011, then Provost Maynard reported to the university that while most programs had examined their curricula and verified completion of the task, a number of programs had not. In May, 2012 a report was given to the Board of Trustees detailing the near completion of this task in all programs of study. A few programs were in the late stages of curricular refinements. As of today, all academic majors have verified that all students complete a significant, culminating, experiential learning experience prior to graduation.

The Foundational Studies program requires that all students complete an approved Ethics and Social Responsibility course. To be approved as a course in this Foundational Studies category, the course must include opportunities for experiential learning or community engagement. The Foundational Studies program completed a Category Learning Outcome Study (CLOS) on students enrolled in approved Ethics and Social Responsibility courses during the Spring 2012 semester. Data demonstrates that the overwhelming majority of students agree or strongly agree that the learning objectives associated with the Ethics and Responsibility category were achieved.

Links

[Strategic Plan – Goal 2 Summary](http://irt2.indstate.edu/ir/assets/splan/goals/stratplangoal2.pdf)

[Strategic Plan - Goal 3 Summary](http://irt2.indstate.edu/ir/assets/splan/goals/stratplangoal3.pdf)

[Provost Memo - Update on Results from BOT 2010 Mandate](https://www.indstate.edu/publicservice/about/ceclassification/2010%20Experiential%20Learning%20Memo.pdf)

[May 2012 Presentation to Board of Trustees Experiential Learning Charge](https://www.indstate.edu/publicservice/about/ceclassification/Presentation%202012.pptx)

[Foundational Studies' Ethics and Social Responsibility Learning Requirements](http://www.indstate.edu/fs/learning_objectives/ethicsAndSocialResponsibilty.htm)

[CLOS Assessment – Foundational Studies Ethics and Social Responsibility](http://www.indstate.edu/fs/docs/Ethics%20and%20Social%20Responsibility.docx)

1. For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Curricular Activity*** | ***Is Community Engagement integrated with this activity?*** | ***What has changed since the last classification?*** | ***Web Link (if available)*** |
| Student Research | Yes | (Word limit: **500**)Indiana State University is committed to advancing the scholarship of faculty, encouraging creativity, providing students with diverse hands-on learning opportunities, and promoting community engagement. To meet these goals, ISU's Office of Sponsored Programs and Center for Student Research and Creativity provide faculty, staff, and students with training, support for extramural grants and contracts, and administer internal grant programs. | [Center for Student Research and Creativity](http://www.indstate.edu/research/csrc.php) |
| Student Leadership Courses | Yes | (Word limit: **500**)The Nonprofit Leadership Alliance is a national alliance of colleges, universities and nonprofit organizations dedicated to educating, preparing and certifying professionals to strengthen and lead nonprofit organizations.The award-winning certification program at Indiana State University is an interdisciplinary program designed to prepare students from a variety of disciplines for meaningful careers in the management of nonprofit agencies.  Students who enroll in the program work toward CNP certification from the Nonprofit Leadership Alliance by meeting a variety of curricular and co-curricular requirements.  The curriculum is based on a validated-competency set as determined by thousands of nonprofit executives across the United States. The Civic Leadership Minor program prepares active, engaged citizens who devise and implement responses to complex contemporary issues through grassroots activism and leadership in political, philanthropic, and business sectors. The program is intellectually and experientially based, giving balanced attention to theoretical understanding and civic capacity building. | [Nonprofit Leadership Alliance](http://www.indstate.edu/krs/npl/)[Civic Leadership Minor](http://catalog.indstate.edu/preview_program.php?catoid=15&poid=2108&returnto=345) |
| Internships/Co-ops | Yes | (Word limit: **500**)Developing internships is a shared responsibility and are coordinated by ISU’s Career Center and within academic colleges and departments.Since our last classification, a number of new internship initiatives have been made available to assist students. These resources include the Sycamore Career Link, Externs.com, and Indiana INTERNnet.During the 2012-2013 academic year, the Focus Indiana Scholarship program mentioned in our last classification application, provided over $33,000 to support student internships.The Rex E. Breeden Endowment was originally established by Mr. Breeden in 1991 as a scholarship for worthy students graduating from Columbus East High School, Columbus North High School and Springs Valley High School and enrolled at Indiana State University. Recognizing the changing educational environment and the importance of experiential learning, Mr. Breeden revised the criteria in 2010 to provide internship scholarships to students in the College of Arts and Sciences.  | [ISU’s Career](http://www.indstate.edu/carcen/students/jobInternshipSearch.aspx) [Center](http://www.indstate.edu/carcen/students/jobInternshipSearch.aspx)[Meis Student Development Center in the Scott College of Business](http://indstate.edu/business/msdc/Internships.htm)[Focus Indiana](http://www.indstate.edu/carcen/students/focind/internships.aspx) [Rex Breeden Scholarship Program](http://www.indstate.edu/carcen/students/focind/rexBreeden.aspx) |
| Study Abroad | Yes | (Word limit: **500**)ISU’s Strategic Plan, The Pathway to Success, calls for 25% of the graduating seniors to have a significant international experience while at ISU.The Center for Global Engagement has the mission to enhance the ability of the university to provide international education and experiential learning in the global community to its students. ISU's mission is to prepare its students to be productive citizens for Indiana and the world. In addition, the **Center for Global Engagement** contributes to making the Wabash Valley a more desirable location for international business.The integration of community service into international group trips has increased over the past several years. Students and faculty from the Department of Social Work have traveled to Morocco multiple times to providing training and resources for the fledgling field of Social Work. In 2013, students from the Counseling program traveled to Thailand to work with Destiny Rescue, an NGO dedicated to ending human trafficking.Programs have been increased across campus to help address the strategic plan’s call to increase the number of students completing significant international experiences while at ISU. The Study Abroad office provides support to students.The Honors Program revised their program objectives in 2010. The program encourages study abroad experiences and students who do so earn Honors elective credit. | [Center for Global Engagement](http://www.unboundedpossibilities.com/center-for-global-engagement.aspx)[Study Abroad](http://www.indstate.edu/studyabroad/)[Honors Program Study Abroad Policy](http://www.indstate.edu/honors/faqs/studyabroad.html) |
| Other. (Please specify in the "What has changed..." text box to the right.) |  | (Word limit: **500**) Service Learning Scholars ProgramThe mission of the Service Learning Scholars (SLS) program is to develop and showcase the university’s strategic commitment to academic excellence, dynamic community engagement, and meaningful public service. The initial cohort of SLS students completed the program during the 2012-2013 academic year. Their culminating projects include the Violins at Deming Elementary School with the Crossroads of America Youth Orchestra, a Science Friday program at the Terre Haute Children’s Museum, a Math Tutoring Portfolio at 14th and Chestnut Community Center, and the development of a Short-Term Volunteer Training manual for St. Ann’s Clinic. | [Service Learning Scholars](http://www.indstate.edu/publicservice/students/sls.aspx) |

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

|  |  |  |  |
| --- | --- | --- | --- |
| ***Curriculum*** | ***Is Community Engagement integrated into this area?*** | ***What has changed since the last classification?*** | ***Web Link (if available)*** |
| Core Course | Yes | (Word limit: **500**)The course, Learning in the University Community, UNIV 101, is open to all students and is designed to foster success and assist with transition to the university community. Evidence from the 2011-2012 Curricular Engagement Inventory data demonstrates the adoption of community engagement strategies. Other programmatic core courses also demonstrate the adoption of community engagement activities. |  |
| General Education | Yes | (Word limit: **500**)The Foundational Studies program requires that all students complete an approved Ethics and Social Responsibility course. To be approved as a course in this Foundational Studies category, the course must include opportunities for experiential learning or community engagement. | [Foundational Studies](http://www.indstate.edu/fs/) |
| First Year Experience Courses | Yes | (Word limit: **500**)The University College, established in 2012, supports first-year students through the promotion of high quality advising and instruction and by collaboration with campus units responsible for student success. The college works to instill in first year students a sense of personal responsibility for their academic success, and promotes professional excellence and accountability on the part of staff, faculty and administrators. The University College administers the UNIV 101 course. | [University College](https://www.indstate.edu/uc/) |
| Capstone (Senior Level Project) | Yes | (Word limit: **500**)Since our last classification, ISU’s re-designed Foundational Studies program initially included a capstone course requirement. After reflecting on the impact to the whole university, the capstone requirement was rescinded. Many of the major-related capstone courses both preceded the Foundational Studies initiative, and still exist today. The vast majority of these courses have significant community engagement and experiential learning outcomes.  |  |
| In the Majors | Yes | (Word limit: **500**)Since our last classification, every academic major was charged with verifying that all students complete a significant, culminating, experiential learning experience prior to graduation. This charge was approved by ISU’s Board of Trustees in 2010. This metric is tracked within the Strategic Plan benchmarks.The Center for Community Engagement worked with deans and department chairs to periodically evaluate their progress and provide support. In 2011, then Provost Maynard reported to the university that while most programs had examined their curricula and verified completion of the task, a number of programs had not. In May, 2012, a report was delivered to the Board of Trustees detailing the near completion of this task in all programs of study. A few programs were in the late stages of curricular refinements. As of today, all academic majors have verified that all students complete a significant, culminating, experiential learning experience prior to graduation. | [Provost Memo - Update on Results from BOT 2010 Mandate](https://www.indstate.edu/publicservice/about/ceclassification/2010%20Experiential%20Learning%20Memo.pdf)[May 2012 Presentation to Board of Trustees Experiential Learning Charge](https://www.indstate.edu/publicservice/about/ceclassification/Presentation%202012.pptx) |
| Graduate Studies | Yes | (Word limit: **500**)The College of Graduate and Professional Studies facilitates student and faculty teaching, research, scholarship, creativity, and community engagement. The School provides leadership in quality graduate program development and the recruitment, education, and professional preparation of students throughout Indiana and the world.Data from the Curricular Engagement Inventory demonstrates that graduate courses require significant community engagement experiences. | [College of Graduate and Professional Studies](http://www.indstate.edu/graduate/)[Curricular Engagement Inventory](https://www.indstate.edu/publicservice/faculty/curEng.aspx) |
| Other. (Please specify in the "What has changed..." text box to the right.) | Yes | (Word limit: **500**)Indiana State University's Honors Program requires each student to complete community service. Students are required to complete two years of community service. The expectation is for students to work 15-20 hours over the course of each academic year. This requirement can be met by completing a designated service-learning course or participating in a designated program of the Center for Public Service and Community Engagement (http://www.indstate.edu/publicservice), including, but not limited to: Fall and Spring Donaghy Day, Hull House Service Learning Trip, Alternative Spring Break and Sycamore Service Corps. | [Honors Program Requirements](http://www.indstate.edu/scholarships/freshman/2011/university-honors-regs-2011.pdf) |

7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: **500**)

Indiana State University faculty are active in contributing the body of scholarly knowledge through community based action research and service learning topic. The following five examples are provided:

Al-Odeh M, Stergioulas T, Badar MA. (2013) [Economic Analysis for Two-Axis Photovoltaic Tracking System for Indiana State University Building](http://www.neduet.edu.pk/NED-Journal/12vol1paper2.html). NED University Journal of Research. 9(1): 15-21.

Frank J, Malaby M, Raidonis Bates L, Coulter-Kern M, Fraser-Burgess S, Jamison JR, Stalker Prokopy L, Schaumleffel NA. (2010) Serve at Your Own Risk?: Service-Learning in the Promotion and Tenure Process. *Journal of Community Engagement and Higher Education*. 1(2): 1-13.

Paterson CS. (2012) Service Learning: Representing University and Community Outcomes in our Writing. *Journal of Community Engagement and Higher Education*. 4(1): 1-2.

Richards D. (2013) [Eudaimonia, Economics and the Environment: What do the Hellenistic Thinkers Have to Teach Economists about ‘the Good Life’](https://muse.jhu.edu/journals/ethics_and_the_environment/v018/18.2.richards.html), Ethics & the Environment. 18(2).

Rosene PJ, Alexander MR, Speer JH.(2012)[Assessment of the SENCER Teaching Model at Indiana State University After Two Years](http://d32ogoqmya1dw8.cloudfront.net/files/seceij/winter12/speer_pdf.pdf). Science Engagement and Civic Engagement. 4(1): 92-99.

The Center for Community Engagement coordinates several internal grant programs for faculty that support ISU's experiential learning and community engagement initiatives, including research and scholarship. These include:

* The Faculty Travel Fund – supports faculty members to present their community engagement and experiential learning research, teaching, or service at state, regional, and national conferences.
* Experiential Learning and Community Engagement Mini-Grants – supports the development and implementation of plans to engagement in scholarly and public service activities.
* Ryves Neighborhood Partnership and Riverscape Mini- Grants – supports the development and implementation of plans to engagement in scholarly and public service activities.

In addition to the aforementioned internal grant programs, Indiana State University is a member of Indiana Campus Compact (ICC). As a member, institutional faculty are eligible for ICC grant programs, including Service Engagement Grants and The Engaged Campus Grants.

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

Since our last classification, Indiana State University has strategized, developed, assessed, and further entrenched curricular engagement within the fabric of our institution. Important actions in this process include:

* Advanced the inclusion of community partners within the teaching, scholarship and service activities of the university.
* Developed curricula that require every student to have a significant experiential learning or community engagement experience prior to graduation.
* Developed a strategic plan that specifically addresses the advancement of experiential learning and enhancement of community engagement.
* Developed strategies to reward faculty for community engagement and service learning activities within tenure and promotion.
* Developed a means to evaluate the curricula for service learning and community engagement activities.
* Increased external grant procurement for community engagement and service learning activities
* Further expanded internal grant programs to support community engagement and service learning activities.

Where have we been? In our last classification application, we highlighted significant community based relationships that, while individually successful, were not necessarily coordinated within a university-wide strategy. This certainly does not make light of many important achievements made by these often separated university-community partnerships, rather the university held them up as models for the rest of the university to consider. In our last classification we provided a plan of action for centralizing support and further embracing the community as a partner. At that time, the Center for Community Engagement was five years in existence, and drew heavily on faculty, staff and programs with a rich history in incorporating the community into their work.

Where are we now? We are forging ahead with a brand for embracing the community within the curricula. We have accomplished so many of the strategic plan objectives that advance experiential learning and enhance community engagement, that we are adding new objectives. We are developing students with an eye toward the community and a passion for service. We are fostering a culture that helps to develop and enrich our communities.

Where are we strategically planning on going? Our strategic plan is quite clear on the matter of community engagement and experiential learning. We will remain diligent about the progress made regarding students and their completion of experiential learning activities, degree programs with significant experiential learning components, graduates and their completion of experiential learning activities within their major, students and their participation in community engagement activities, support of United Way, jobs created through the Small Business Development Center, federal work study monies used for community service and external honors related to community engagement. We will work to further expand student internships, develop a means to further encourage our juniors and seniors to interact with the Career Center, further increase the number of students involved in undergraduate research, and further increase communication between graduates during their first year after graduation. As opportunities present themselves, we will position ISU to enrich and enkindle a passion for community engagement and experiential learning among students, faculty and staff.

**B. Outreach and Partnerships**

*Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).*

There are a total of eight (8) questions in this section.

***Outreach***

1. What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs (word limit: **500**):

Providing educational programming to the community is an integral part of Indiana State University’s campus life. Meeting with and enriching the community through programming, and non-credit courses, inspires the efforts and reach university. These efforts are primarily housed within the Office of Extended Learning, however they are infused throughout campus. Below are three examples of this work:

Oscher Lifelong Learning Institute (OLLI) - In 2010 the Bernard Osher Foundation provided Indiana State University with a $1,000,000 endowment to support in perpetuity the Osher Lifelong Learning Institute at Indiana State University. In receiving this endowment, Indiana State University joined over 100 institutions of higher learning across the nation that were endowed as well as inspired by the educational philosophies and programs of the Bernard Osher Foundation. OLLI at Indiana State University has developed a membership-led educational institute that offers extended learning opportunities, coordinated by volunteer leaders. No credit is involved. OLLI is a year-round program devoted to lifelong learning.

Education to Go – These instructor-facilitated online courses are informative, fun, convenient, and highly interactive. Instructors are famous for their ability to create warm and supportive communities of learners. It's no wonder that many long-lasting friendships have formed in the programs lively and intelligent discussion areas. Courses are available in the following areas: Business, Starting Your Own Business, Grant Writing/Nonprofits, Career Ideas, Career Development, Personal Enrichment, Test Prep, Digital Photography, Entertainment, Languages, Art, History, Math & More, Family & Friends, Personal Finance, Law & Legal Careers, Health Care, Teaching, Writing, Computer Applications, and Web Design and Programming.

Community Semester - The Community Semester emerges from Indiana State University's College of Arts and Sciences, Indiana State University’s largest and most diverse college. The two primary goals of the series are to bring the vibrant and exciting ideas in the sciences, humanities, liberal arts and creative arts to the Wabash Valley, as well as to invite the public to actively engage with us. The inaugural Community Semester occurred during the Spring 2013 term. Indiana State University's College of Arts and Sciences held 40 events spanning the 15 week term. Thirteen community partners, including Clabber Girl, the City of Terre Haute, Terre Foods, Terre Haute Children’s Museum, Westminster Village, IBEW Local 725, Rural Health Innovation Collaborative (RHIC), Osher Lifelong Learning Institute, Our Green Valley Alliance for Sustainability, Vigo County Public Library, Crossroads Youth Orchestra, WFIU, and the Year of the River collaborated with thirty-nine faculty presenters, representing 13 areas within the College of Arts and Sciences. 4,178 people from the university and community attended these events.

1. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: **500**):

A number of initiatives have come to fruition regarding institutional resources for community outreach since our last classification application. Strategic Plan funding provides $1,000,000 annually, base budget level funding to the Center for Community Engagement has increased, and external grant procurement has provided both significant support and accountability for this important work.

The university has included strategic plan benchmarks for both the student participation in community engagement and experiential learning activities, and funding of federal work study monies used for community service. We have seen an increase in the number and quality of student placements.

We also see an increase in the number and breadth of co-curricular student service projects. Resources, like the Center for Community Engagement’s Student Organization Grant program, have helped to fund 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.

A specific example of a change in institutional resources is our Federal Work Study program. We recently have made an institutional commitment to significantly increase the percentage of these funds dedicated to community service. Below is a year by year comparison:

FY 09 – 12.58%

FY 10 – 15.20%

FY 11 – 11.93%

FY 12 – 11.21%

FY 13 - 32.84%

Another institutional change is the involvement of intercollegiate athletics. Every team is involved in community service. In order to better coordinate these activities, Athletics expanded the responsibilities of one of their staff members to provide oversight. The Spirit Program and Community Relations Coordinator work directly with the Center for Community Engagement and community partners to increase the participation of intercollegiate athletics and coaches in the community.

***Partnerships***

1. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:
* [**Download the Partnership Grid template**](http://nerche.org/images/stories/projects/Carnegie/2015/2015_Partnership_Grid.xls) (Excel file) and save it to your computer;
* Provide descriptions of each partnership in the template; and then,
* Upload the completed template here.

[Partnership Grid](2015_Partnership_Grid.xls)

1. In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: **500**)

The relationships represented in the current partnership grid demonstrate significant breadth and depth. In comparison to the partnerships included in the last classification application, we see more examples of university wide partnerships focusing on targeted high-need populations within our community. We see outcomes that are broad-based and involve more faculty and students. We see the continuation of strong educational partnerships that speak to the historic traditions of the university in teacher education. We see partnerships that are investing in the future of Terre Haute, west-central Indiana and beyond thorough education, health care, business, social services, government and the environment that contribute to the academic mission of the University and directly benefit the community.

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

Inclusion of experiential learning and community engagement goals within the Strategic Plan has been key to further developing authentic relationships. It has provided time and resources for the campus to discuss and determine needs with the community, and campus to examine existing partnerships and determine how they might be enriched. It has created a culture where faculty, staff and students can be creative with the community in addressing needs, and be rewarded for the efforts. The strategic plan is changing the culture of the campus.

The growth of the Center for Community Engagement, through funding, staffing, and program outreach allow for more directed communication with partners. The CCE encourages faculty, staff and students to enrich existing partnerships and to determine creative solutions with the community regarding challenges and issues that arise.

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

 Partnerships are assessed through their ability to meet community and institutional goals, and their ability to resonate with participants and gain traction toward becoming sustainable. We utilize a variety of both quantitative and qualitative methods to assess the effectiveness of our partnerships. Our assessments are focused more on impact and used more directly in decision making since the previous classification. The following section includes examples of methods that we are using to assess partnerships.

 The Terre Haute Innovation Alliance tracks the number of jobs that each business creates annually. In addition, the project directors from ISU and Rose-Hulman work with the business owners/managers to assess the readiness of the business to move out of the incubation program. In 2013, based on this assessment, two businesses acquired property in the Terre Haute community and are in the process of moving out of the Myers Technology Building at ISU.

 Members of the Rural Health Innovation Collaborative completed a study of the extent to which the partners were providing health care professionals to meet the health care needs to an 11 county region in west-central Indiana. The assessment identified shortages in almost every health care field in the Wabash Valley. The result of the assessment was the development of new academic programs at ISU, including Physical Therapy and an accelerated second degree nursing option.

 Downtown Terre Haute (DTH) assesses the effectiveness of that partnership by measuring participation in downtown events, memberships in DTH, and the growth of retail in the downtown area. In addition, the organization has completed surveys of local community members, students, and merchants to determine their perspectives of the DTH organization and the downtown community. Based on the results of a 2010 survey, DTH has successfully worked to attract 2 new restaurants to the area.

 Several of our partner organizations have Sycamore Service Corps (AmeriCorps) members serving at their sites. The Sycamore Service Corps program includes annual performance measures. During the 2013 grant year, the program assessed its performance based on the number of unduplicated students who start in an AmeriCorps education program, the number of unduplicated students who complete participation in an AmeriCorps education program, the number of youth with improved academic performance, and the number of clients participating in health education programs. We monitor these performance measures quarterly. If we are not on track to meet the measures, AmeriCorps members and site supervisors will make adjustments to the programs at their sites. This is critical since our success in meeting these performance measures is connected to our ability to attract future funding.

 The Professional Development Schools Partnership is guided and operated by a steering committee comprised of university liaisons, school representatives, the Dean of the Bayh College of Education, and the partnership co-directors. One of the responsibilities of the steering committee is assessment. Their assessments have been used to modify the curriculum of pre-service teachers.

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

Faculty have collaborated with community partners to develop an understanding about the community needs and co-create experiential learning activities for student service learning projects. These relationships span the sectors of healthcare, education, environmental sustainability, and public services. Below are several examples of the scholarly products that have flowed from this work.

Kahanov L, Eberman L, Wasik M, Alvey T. (2012) Exertional Rhabdomyolysis in a Collegiate American Football Player After Preventive Cold- Water Immersion: A Case Report.. Journal of Athletic Training.47(2):228-232.

Libler R. (2012) [Indiana](http://eric.ed.gov/?id=EJ969835)[State](http://eric.ed.gov/?id=EJ969835)[University Professional Development School Partnership: Systemic, Symbiotic, and Solution-Oriented](http://eric.ed.gov/?id=EJ969835). School University Partnerships. 4(2): 20-30.

Sustainable Food for a Sustainable Community. Co-hosted with Terre Foods Cooperative Market and ISU College of Arts & Sciences Community Semester. Indiana State University.

Payne , Schaumleffel N. (2008) Relationship Between Attitudes Toward Rural Community Parks and Recreation and Rural Community Satisfaction. Journal of Park and Recreation Administration. 26(3):116-135.

SpeerJH, Alexander MR, Pettit JL, Whitaker J, Flowers SC, Rosene PJ, Lehman A, and Kelley A. (2013) The SENCER Teaching Model Applied to Sustainability to Make STEM Education Engaging. Greening of the Campus Conference Proceedings. 11p.

Indiana State University provides support to develop partnerships, fund projects, support faculty travel to present scholarly work and recognizes these achievements through tenure and promotion and awards.

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

Since our last classification, Indiana State University has strategized, developed, assessed, and further entrenched outreach and partnerships within the fabric of our institution. Important actions in this process include:

* Formalized individual community relationships into a cohesive Ryves Neighborhood Partnership.
* Identified areas of economic and environmental sustainability projects that involve business, government and community organizations.
* Focus partnerships to address the needs of at-risk and marginalized populations.
* Advanced the inclusion of community partners within the teaching, scholarship and service activities of the university.
* Developed a strategic plan that specifically addresses the advancement of experiential learning and enhancement of community engagement.
* Expanded staffing and programming within the Center for Community Engagement.
* Increased external grant procurement for community engagement and service learning activities.
* Further expanded internal grant programs to support community engagement and service learning activities.

Where have we been? In our last classification application, we highlighted significant community based partnerships that, while individually successful, were not necessarily coordinated within a university-wide strategy. This certainly does not make light of many important achievements made by these often separated university-community partnerships, rather the university held them up as models for the rest of the university to consider. In our last classification we provided a plan of action for centralizing support and further embracing the community as a partner. At that time, the Center for Community Engagement was five years in existence, and drew heavily on faculty, staff and programs with a rich history in incorporating the community into their work.

Where are we now? We are forging ahead with a brand for embracing the community within the curricula. We have accomplished so many strategic plan objectives that advance experiential learning and enhance community engagement, that we are adding new objectives. We are developing students with an eye toward the community and a passion for service. We are fostering a culture that helps to develop and enrich our communities.

Where are we strategically planning on going? Our strategic plan is quite clear on the matter of community engagement and experiential learning. We will remain diligent about the progress made regarding students and their completion of experiential learning activities, degree programs with significant experiential learning components, graduates and their completion of experiential learning activities within their major, students and their participation in community engagement activities, support of United Way, jobs created through the Small Business Development Center, federal work study monies used for community service and external honors related to community service. We will work to further expand student internships, develop a means to further encourage our juniors and seniors to interact with the Career Center, further increase the number of students involved in undergraduate research, and further increase communication between graduates during their first year after graduation. As opportunities present themselves, we will position ISU to enrich and enkindle a passion for community service and experiential learning among students, faculty and staff.

**III. Wrap-Up**

1. (Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: **500**)
2. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection. (Word limit: **500**)

Every effort has been made to include accurate information and electronic links within this document. In the case that an electronic link is broken, please contact us and we will send an update.

The Center for Community Engagement has created a website for our application to the Carnegie Community Engagement Classification and a document repository.

Links

[ISU's Application for the Carnegie Community Engagement Classification](http://www.indstate.edu/publicservice/about/CEClassification.aspx)

[Document Repository](http://www.indstate.edu/publicservice/about/ceclassification/docResp.aspx)

**Request for Permission to use Application for Research**

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

Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

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

 🞏 No ▪ Yes

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

 🞏 No ▪ Yes