

# The Carnegie Elective Classification for Community Engagement

## 2008 Documentation Reporting Form

### Introduction

This documentation framework is intended to gather information on your institution's commitments and activities regarding community engagement.

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

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## **I. Foundational Indicators**

### A. Institutional Identity and Culture

Required Documentation (Complete all 5 of the following)

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

Yes  No

Quote the mission (vision):

The stated mission of the University does include language supporting community engagement as a priority, including "...as the University of Southern Indiana seeks to support education, social and economic growth, and civic and cultural awareness in southwestern Indiana, it will be devoted primarily to preparing students to live wisely." In addition, the mission states, "As a public institution, the University of Southern Indiana counsels and assists business and industry and social, educational, governmental, and health agencies to higher levels of efficiency and improved services."

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

Yes  No

Describe with examples:

USI formally recognizes community engagement activities by faculty, administration, support staff, and students. Examples of such awards and celebrations include:

- USI considers its faculty and staff who volunteer for USI and for various community groups to be one of its greatest assets. Each September, a recognition dinner is planned to honor the volunteers who have given at least 20 hours of volunteer service during the prior USI fiscal year. This event recognizes the invaluable contribution of individuals whose volunteer service supports excellence in education, the arts, the community, and USI. Volunteers are recognized for 250, 500, 750, and 1,000 plus total service hours. Awards are presented to the Volunteer of the Year and Student Volunteer of the Year.
- Sydney L. & Sadelle Berger Community Service Award is given annually to recognize a University faculty member for distinguished community service to groups, agencies, and institutions external to the University of Southern Indiana. The award includes an individual plaque and check presented at the Fall University meeting, attended by all faculty and staff.
- Center for Applied Research hosts an annual year-end reception to recognize faculty and staff who have been involved in community engagement projects throughout the region. Certificates are given to all who have completed one or more projects during the year.
- Each year the University hosts the Faculty Scholarship Reception to recognize creative and scholarly works by faculty, and a component of this reception is to recognize community engagement.
- At the conclusion of the Connect with Southern Indiana program, there is a reception and certificate program to recognize participants and their community projects.
- Historic Southern Indiana recognized its community partners at its 25th Anniversary Celebration.

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

Yes  No

Describe the mechanisms:

The primary mechanism for assessing community perceptions of USI's engagement activities within the community is the President's Task Force on Workforce and Economic Development. Started in 2000, and repeated in 2007, this Task Force is charged with a four-part study of community engagement that includes:

- An audit of existing curriculum, educational, and training programs, and to make recommendations for needed changes;
- A survey of regional employers to study the existing, and newly emerging, economic and social trends in the regional economy, to identify gaps between the existing program offerings and the changing needs of employers;
- A study of USI's economic impact on the regional economy; and
- A regional effort to generate awareness of these issues and to solicit feedback on the role of the University as an agent for economic development and community engagement via focus groups. These focus groups are conducted with regional leaders in various communities, including eight Indiana counties, Western Kentucky, and Southern Illinois. These focus groups are designed to "...gain perspective on the University's role in economic and workforce development, to assess public perception of the University's performance, and to discover what is needed from the University in terms of its credit and noncredit programs and its outreach efforts."

b. Does the institution aggregate and use the assessment data?

Yes  No

Describe how the data is used:

The data collected by the President's Task Force on Workforce and Economic Development via focus groups, employer and alumni surveys, and general research are analyzed and compiled into a formal report. This report is then shared with those who participated in the focus groups and surveys via public forums, the USI Web site, reports, and 'report back' efforts. These 'report back' efforts allow task force members to go back and meet with the regional leaders to inform them of the results of the data collection and analysis, as well as the University's plans for addressing the information.

In addition, the assessment data are used to drive new academic and community programs. USI has made measurable progress in implementing the recommendations from the 2000 President's Task Force on Workforce and Economic Development report by accomplishing 18 of the 19 recommendations including:

- > Adding 12 of the 13 academic programs suggested;
- > Increasing the number of co-op and internship opportunities for students;
- > Increasing the noncredit and workforce training courses;
- > Creating a regional leadership program; and
- > Expanding the availability of course offerings though distance education.

Results from the 2007 Task Force are currently being reviewed and used to drive academic curriculum changes and the development of additional non-credit programs though USI's Division of Extended Services.

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

Yes  No

Describe the materials:

Community engagement is emphasized across all USI marketing materials, including:

- On the University of Southern Indiana Internet home page, one of the six primary links is labeled 'Community' and takes the user to a page providing extensive information and additional links to other parts of the USI Web site devoted to community relations and resources, as well as examples of community outreach programs. This page also include links to academic resources: Bachelor of General Studies, College Achievement Program, USI Nearby, Distance Education, Service Learning and ROTC; business resources: Economic Development, Center for Applied Research, Training and Consulting, Workforce Development, and TSISC (Tri-State Industrial Safety Council); and community resources: Continuing Education, Personal Development, Kids Classes, USI Nearby, USI Speakers Bureau, and the USI Experts Guide. ([www.usi.edu/welcome/community.asp](http://www.usi.edu/welcome/community.asp))
- The USI Magazine is published 3 times a year and is sent to alumni, donor, faculty, staff, community leaders and other friends of the University, to a total audience of 48,000. The magazine routinely features articles on community engagement and service learning projects USI faculty, students, and staff are involved in. One recent example is the article "Raising Achievement through On-court mentoring" in the December 2007 issue. This article described an innovative tennis and academic after-school program for a local middle school developed by College of Education & Human Services faculty.
- Continuing Education courses are described in a special pull-out section of a Sunday edition of The Evansville Courier newspaper 3 times annually, in May, August, and January.
- The USI Division of Extended Services purchases advertisements on the local PBS station and makes the time available to other University departments to promote outreach activities.
- The President's Task Force on Economic and Workforce Development report highlights and downloadable PDF reports are available on the Web site. (<http://www.usi.edu/president/2007taskforce>)

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

Yes  No

Describe examples such as annual address, published editorial, campus publications, etc.

USI's commitment to community engagement is made clear to USI faculty and staff, as well as the public, and local, state, and federal government officials. USI President, Dr. H. Ray Hoops, as well as other senior administrators, regularly promote community engagement as a critical part of the USI mission. Recent examples include:

- USI President, Dr. H. Ray Hoops, provides his vision for the University on his "Directions for the Future" Web page, where he explicitly denotes the importance of community engagement ([www.usi.edu/president/ahead.asp](http://www.usi.edu/president/ahead.asp)).
- USI Day at the State House Luncheon, March 20th, 2007 – President Hoops gave a speech to legislators detailing the mission and accomplishments of USI, including how USI continues to serve the communities of southwest Indiana and the Tri-State area through academic programs and community engagement.
- Senate Leadership Reception, September 25th, 2007 – USI Rice Library. The President gave a speech to state senators thanking them for their support and providing a summary of the President's Task Force on Workforce and Economic Development and how USI plans to respond to the recommendations from the report.
- 2007-2009 Overview of Tuition and Fees presentation at the Board of Trustees meeting, open to the public – May 17, 2007. This presentation by President Hoops outlined USI's core values regarding responsiveness to community needs.
- The USI Provost has held several workshops on the "scholarship of engagement," including two campus workshops by Dr. Lorilee Sandmann, Associate Professor at the University of Georgia and recognized authority on higher education engagement and outreach. The sessions were:
  - > "Defining Scholarship and the Scholarship of Engagement," (2004) – A 6-hour session attended by approximately 60 deans, department chairs, and program directors.
  - > "Documenting Engagement and Scholarship for Tenure and Promotion" (2008) – Two ninety-minute sessions attended by over 100 faculty, department chairs, program directors, and deans.

## B. Institutional Commitment

### Required Documentation (Complete all 6 of the following)

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

Yes  No

Describe with purposes, staffing:

The mission of USI's Division of Extended Services is outreach, and this department provides the coordinating infrastructure for engagement activities. Extended Services complements the University's traditional role by providing and facilitating quality education, research, and technical services for people, groups, and organizations. These services and programs serve individuals, communities, businesses, and organizations, as well as University colleges and departments. Over 15,000 people participate in programs and services annually. Nearly 30 people work in Extended Services providing comprehensive coordination and support services for formal academic outreach and engagement activities of the University and assisting faculty members in using their content expertise and skills in engagement programs and projects. Because of the breadth of outreach programs and services coordinated within Extended Services, the department has recently been reorganized into four primary Centers and six additional service units.

The Center for Applied Research works with businesses and organizations throughout the region to help leverage the intellectual capabilities of the University by matching faculty, staff, and students to conduct research, consulting, and other applied projects. The Center for Continuing Education offers noncredit short courses designed to provide opportunities for personal growth and development, as well as certificate programs and continuing education for numerous professions. The Center for Education Services and Partnerships works with regional school corporations developing and facilitating P-12 partnerships; coordinates the University's concurrent enrollment programs; and develops and administers school, family, and children's noncredit programs, including the University's Children's Center. The Center for Human Resource Development is responsible for workforce development programming, contract training and assessment services, development of employer partnerships, and coordination of the Connect with Southern Indiana program.

Other outreach service units within Extended Services include:

- Office of Service Learning – Infrastructure focused on formalizing, supporting, and enhancing academic service learning;
- Bachelor of General Studies Program – Customized degree program for working adults;
- USI Nearby - Off-campus community locations providing many core curriculum credit courses;
- Heritage Tourism – Historic New Harmony and Historic Southern Indiana are dedicated to preserving, enhancing, and promoting the cultural and historic resources in the region;
- Innovation Pointe – The University is the educational partner in Evansville's new high-tech business innovation center;
- Southern Indiana Japanese School – Partnership with regional companies providing supplemental Japanese education to K-12 students to ensure students keep up with peers in Japan.

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

Yes  No

Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc.

Internal budgetary allocations of over \$2.1 million help fund the Division of Extended Services, whose primary mission is outreach (described above). Seven new faculty positions requiring community engagement were added (total salaries of over \$740,000) last year, and internal funding of \$165,000 supports local arts and theatre programs.

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

Yes  No

Describe specific funding:

External funding to support institutional engagement is primarily from grants and participant fees for programs and services. Examples include:

- As a regional leader in Science, Technology, Engineering, and Math (STEM) outreach activities, the University has received over \$2.0 million in grants from the National Governors Association, NSF, WIRED, and Indiana-STEM to further STEM outreach initiatives throughout southwestern Indiana over the next three years.
- Lilly Endowment funds to expand sabbatical opportunities encouraging faculty to consider engagement projects. Selected faculty members receive a grant of \$2,500 to support their projects, and their college receives up to \$20,000 for instructional backfill.
- Provost promoted creation of the Connect with Southern Indiana Program with \$330,000 in grant funding to encourage faculty and staff to engage in community projects with other participants from a nine county region in southwestern Indiana. The program received national recognition from the University Continuing Education Association in March 2008 for innovation in engagement programming.
- Lilly Endowment grant for Historic New Harmony operations (\$125,000); Indiana Campus Compact funding for service engagement infrastructure (\$22,500); and participant fees contribute approximately \$1.5 million annually to supporting continuing education and professional development programs.

c. Is there fundraising directed to community engagement?

Yes  No

Describe fundraising activities:

The USI offices of Sponsored Research, Advancement, and Governmental Relations all engage in fundraising efforts specifically for the support of community engagement activities. The Office of Advancement (Development Division) works to secure funding from corporations, private donors, endowments, and alumni to fund USI's community partnerships, for example the New Harmony Theatre, which received \$135,000 in support from USI donors last year. Sponsored Research provides assistance to faculty and staff in identifying funding opportunities for small and large community engagement projects and scholarship. In addition, the USI Vice President for Governmental Relations pursues state funding allocations to support USI's various community partnerships such as 2007-2009 requests for \$850,000 for economic development outreach activities, including the Center for Applied Research at USI and \$750,000 for the establishment of the Southwest Indiana STEM Education Center.

- The Division of Extended Services also employs a grant writer focused on acquiring funding for outreach projects and partnerships with community organizations.
- The most recent capital campaign included faculty development funding, especially in the area of community engagement activities, as a key priority. In addition, funds from this campaign have been set aside for the next president to use specifically for this purpose.

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

Yes  No

Describe:

Because of the wide variety of community engagement activities, the University of Southern Indiana gathers data on faculty, staff, and student community engagement activities using several methods.

- Faculty engagement and service activities are tracked, monitored, and reported to the Provost and Vice President for Academic Affairs via annual reports compiled within each College. These annual reports are key to the merit pay, tenure, and promotion processes.
- The Division of Extended Services developed and administered an Outreach Inventory in 2007 designed to track service learning and engagement activities by faculty and staff in colleges and departments across campus, categorizing activities into regional engagement, economic and workforce development, and/or P-12 engagement. This Inventory will be compiled on an annual basis.
- Volunteer Services tracks faculty, staff, student, alumni, and 'Friends of USI' community engagement activities via timesheets for volunteer activities. Volunteers complete a questionnaire initially to determine areas of interest and skills, and the office also maintains a database of those volunteers.
- The Office of Service Learning compiles information on service learning courses each semester, and during the 2007/08 academic year surveyed students who participated in these courses.
- The University participates in the National Survey of Student Engagement (NSSE) and the Faculty Survey on Student Engagement (FSSE) on a biannual basis to augment student engagement information collected through on-campus tracking methods.
- One method of gathering information used by the President's Task Force on Workforce and Economic Development is focus groups of regional community leaders. The focus groups allow these community leaders to provide feedback on the University's community engagement activities and resulting community impact.

b. If yes, does the institution use the data from those mechanisms?

Yes  No

Describe:

The University uses information collected not only for reporting and tracking, but also for assessment, planning, and improvement purposes.

- The annual reports from each college on faculty engagement and service are key to the merit pay, tenure, and promotion processes.
- The information compiled for the 2008 Outreach Inventory will be used by University administration for assessment and initiatives to address regional needs.
- Information gathered by Volunteer Services is used primarily for reporting and tracking the tremendous accomplishments of USI volunteers in the community. It is estimated that USI faculty and staff donate over \$600,000 worth of volunteer hours each year to regional community organizations and USI.
- Data from surveys of students participating in service learning courses will be used for process improvements, including how the Office of Service Learning can better support students and projects. Surveys of faculty and community organizations are scheduled to begin in 2008-09, and this information will also be used to improve the services and infrastructure of the University's service learning program.
- The NSSE and FSSE data regarding student engagement have resulted in additional focus on providing co-op and internships, as well as study-abroad experiences for USI students.
- Recent NSSE and FSSE data have also resulted in USI taking steps to increase students' sense of connection and engagement with USI. New initiatives to strengthen students' sense of 'home' within their respective majors include expanded mentoring and advising programs; facilitation of 'out of class' interaction and discussion with faculty; and additional support programs for academic and non-academic issues.
- The findings from the 2000 President's Task Force on Workforce and Economic Development resulted in the development of 12 new academic programs as well as the Center for Applied Research, all designed to meet the current needs of the community.

c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

Yes  No

d. If yes, indicate the focus of those mechanisms:

Impact on students

Describe one key finding:

USI analyzes the characteristics and the quality of educational and engagement experiences of its students through various survey instruments including student evaluations of teaching, the National Survey of Student Engagement, and our internal "University Experience" survey given to freshmen and juniors each fall. One key finding from the most recent NSSE results suggested that USI needs to put additional emphasis on co-op, internship and study abroad opportunities for our students.

Impact on faculty

Describe one key finding:

Faculty members across USI conduct community assessment research through their own work as well as through coordination with the Center for Applied Research. In addition, faculty who include service learning projects within their courses regularly measure the impact of those projects using various assessment tools. A key finding consistent across all of the faculty community assessment research is that USI's efforts to involve faculty and students in community engagement projects has a real impact on economic development in the region.

Impact on community

Describe one key finding:

- The President's Task Force on Workforce and Economic Development, as well as on-going faculty projects, such as the Evansville Fact Book and analyses of the economic impact of the University on the local economy, keep USI updated about the emerging trends in the demographic, social, and economic characteristics of its service area.
- USI is one of the 19 needs-assessment sponsors of the periodic comprehensive community studies conducted by the United Way of Southwestern Indiana. As a partner, USI has access to the results of these studies.
- USI administrators, faculty, and staff are on the boards of a wide variety of community organizations.

Impact on institution

Describe one key finding:

The President's Task Force on Workforce and Economic Development examines community demand for new academic and non-credit programs. A key finding from the most recent Task Force report was the need for courses for professional development of non-profit executive directors and board members.

e. Does the institution use the data from the assessment mechanisms?

Yes  No

Describe:

Impact on Students: The results of the surveys described above are used to develop new and expand current programs that encourage student service learning and engagement experiences.

Impact on Faculty: Faculty research results in additional engagement opportunities for faculty and students.

Impact on Community: The results from the surveys, economic impact analyses, and community studies drive USI's continued efforts address the evolving needs and expectations of its constituencies and how USI is impacts the community through engagement activities.

Impact on Institution: The additional academic programs as well as non-credit courses results in:

- The development of revenue-generating noncredit courses as the direct result of constituent demand.
- Community demand for new academic programs has resulted in the implementation of 12 new majors at both the undergraduate and graduate level since 2000, and additional programs are being developed based on the most recent President's Task Force on Workforce and Economic development results.

4. Is community engagement defined and planned for in the strategic plans of the institution?

Yes  No

Describe and quote:

One of the Core Values of the University championed by the President is "Needs Driven: Responsive to Regional Needs." Colleges within the University prepare strategic plans defining future initiatives within the College. The importance of community engagement is apparent in those planning documents. Examples include:

- In the College of Business Strategic Plan, published in 2005, one of the guiding principles is "Engagement," which includes responsiveness to the needs of our communities, and nurturing an environment that values social responsibility and integrity. The strategic plan then lists strategic initiatives, including "Determine the effective use of service activities by faculty, staff, and students," and "Increase the number of service activities..."
- In the Pott College of Science and Engineering Strategic Plan, 2008-2013, "Goal 5: The Pott College...will develop campus and community partnerships to enhance the learning opportunities for students within the college." One of the metrics to determine achievement of this goal is "The Pott College...will develop and maintain at least 20 annual STEM outreach projects."
- Goal Four in the College of Liberal Arts, Strategic Plan, 2007-2011, is, "Increase the College's leadership and presence in the Evansville community and surrounding tri-state area through outreach, service learning, partnerships, and other activities."

5. Does the institution provide professional development support for faculty and/or staff who engage with community?

Yes  No

Describe:

The University supports community engagement for its faculty and staff in a variety of ways. Examples include:

- Presentations sponsored by the Provost on the scholarship of engagement attended by deans, department chairs, faculty, and staff. Dr. Lorilee Sandmann initially presented on campus four years ago, with a return visit and presentation in 2008.
- In the summer of 2008, the Office of Service Learning and the Center for Teaching and Learning Excellence co-sponsored the first annual Service Learning Summer Institute. The goal of the Institute is "to support the faculty's on-going development of service learning as a part of USI's commitment to being an engaged campus." Participants in the four-day Institute learn about service learning best practices and tips for success, work with a community partner, and begin revising a course to include a service learning project.
- Support for attendance and participation of faculty and staff in regional and national conferences, including: Outreach Scholarship Conference; National Science Association Conference to present results of a study conducted for Habitat of Evansville; Governor's Conference on Volunteerism and Service for interdisciplinary panel presentation by University faculty; and the University Continuing Education Association Conference.
- Lilly Endowment funding expands sabbatical opportunities for faculty to encourage them to pursue engagement projects.
- Extended Services staff in the Center for Applied Research, Center for Human Resource Development, and Center for Education Services and Partnerships provides orientation, partnership facilitation, and one-on-one mentoring.
- The College of Business offers two community engagement fellowships each summer for faculty to address a community issue or need. Each fellowship has a value of \$7,500. Examples of these projects are:
  - > Leader Behaviors: Their Impact on Employee Relationship and Performance Issues
  - > An Update and Expansion of the Evansville Factbook: Piloting Local Community Data Snapshots

6. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

Yes  No

Describe:

The University ensures the regional community has a voice in planning for community engagement in a variety of ways. For the institution, the President’s Task Force on Workforce and Economic Development provides numerous opportunities for input from southwest Indiana residents each 5-7 years, when it completes its planning for curricular and outreach activities. Last year, USI conducted eight Listening Sessions across southwestern Indiana counties involving 120 community leaders and members.

Numerous advisory boards and councils provide community members an opportunity for input into community engagement at all levels within the University, including institutional, college, and department level. A few examples of boards and how they are used include:

- Division of Extended Services - The Center for Applied Research has a Regional Advisory Committee composed of community and business leaders from southwest Indiana. This Committee established the vision, mission, and goals of the Center, and they meet periodically to assess progress and provide insight into the future direction of the Center.
- College of Business - The Board of Advisors is comprised of business leaders from a representative cross-section of economic sectors. There is an industry-education interaction committee that focuses on community engagement channels including service learning projects, faculty research, and consulting projects addressing “burning issues” in the community.
- College of Education and Human Services - The Department of Social Work has a twelve (12) member advisory board composed of representatives from community agencies. The committee suggests and recommends changes necessary for the provision of quality social work education in the preparation of students for social work practice in the community.
- College of Nursing and Health Professions - Each of the College of Nursing and Health Professions programs have advisory boards/councils and committees to assist them in their community engagement activities, academic planning and development of partnership opportunities.

At this point, applicants are urged to review the responses to Foundation Indicators I A, 1 through 5 and I B, 1 through 6 on pages 1-17 and determine whether Community Engagement is "institutionalized." That is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2010.

Supplemental Documentation (Complete all of the following)

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?

Yes  No

Describe:

As a demonstration of the University's commitment to hiring faculty experienced in, and committed to, community engagement, the University's Web page listing of Faculty Employment Opportunities states, "The University is committed to excellence in teaching, outreach to the community, scholarship, and professional activity." In 2007, the Director of Service Learning position was created, and the person hired is responsible for providing direction and leadership for faculty and staff related to service learning, as well as supporting community engagement activities both in the community, as well as campus-wide, through the Office of Service Learning.

In 2008 alone, seven new faculty positions were funded (exceeding \$745,000), spanning the majority of the Colleges, with engagement required in the job descriptions. A sampling of the positions includes:

Pott College of Science and Engineering:

An Assistant Professor of Logistics and an Assistant Professor of Advanced Manufacturing – The job descriptions stated, "These [Engineering] faculty positions will also work with industry through USI's Center for Applied Research. ... The candidate is expected to provide active scholarship service at the program, university, and community levels, curriculum development, program development, and collaboration with colleagues."

An Assistant Professor of Polymer Chemistry – Quote from the job description, "Research engaging undergraduates and consultation with regional industry through the Center for Applied Research and Economic Development is expected. The University is committed to excellence in teaching, scholarship and professional activity, and service to the University and the community."

College of Business:

An Instructor in Business/Marketing – The job description stated, "Responsibilities include... engaging in entrepreneurship/economic development outreach activities."

An Assistant Professor in Applied Economics/Econometrics – The job description stated, "The preferred candidate will have... and interest in being involved in community-based economic development projects."

2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

Yes  No

Describe:

The University Faculty Handbook's (<http://www.usi.edu/HR/handbook/handbook.pdf>) guidelines for tenure and promotion include the following:

- Scholarship. Scholarship is the foundation for teaching and professional activity. Applied and basic research, and creative works, contribute to faculty members' knowledge within their teaching fields, permit them to become productive scholars among peers in learned and professional societies and establish them as citizen-scholars who contribute to local and regional communities. [Emphasis added - page 36, USI Faculty Handbook]

- Service – There is an opening section on University service that addresses campus duties, followed by the following section:

- > Community Service. Service to groups, agencies, and institutions external to the University is a legitimate responsibility of faculty and is consistent with the mission statement of the University. In general, community service should result from carefully developed plans of activity. Persons who desire recognition for their service must document their work's effectiveness. (page 37, USI Faculty Handbook)

In addition, helping faculty to clarify what it means to document their work has been the focus of multiple workshops for the past four years.

The College of Liberal Arts has also provided faculty with specific guidelines regarding expectations for community engagement and service activities as part of tenure review documentation. [[http://www.usi.edu/libarts/facultyinfo/GreenBook\\_2005Oct.pdf](http://www.usi.edu/libarts/facultyinfo/GreenBook_2005Oct.pdf), pages 21–23]

b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other)

Explain:

The University typically classifies community engagement by faculty as "service," and it is defined more specifically within each College for evaluation and promotion purposes. For example, in the College of Liberal Arts, Contexts and Criteria for Faculty Evaluation, 2nd ed., community service activities have four distinguishing characteristics, including contributing to public welfare or common good; calling upon faculty members' academic and/or professional expertise; responding to real-world problems, issues, interests, or concerns; and capable of being documented and evaluated.

b (cont'd). If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement?

Yes  No

Describe:

Not applicable.

3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?

Yes  No

Examples:

Appointed by the Governor of Indiana, one University student must be a member of the University's Board of Trustees, giving students a leadership role in institutional matters. There is also student representation on the Service Learning Advisory Committee, and in the spring and summer of 2008, the Office of Service Learning is working with the AMIGOs (student orientation leaders on campus) to prioritize service learning possibilities, and plan and execute a project during summer orientation. This project will help the Office of Service Learning identify the student leadership groups and staff resources for ongoing student vision/leadership into the service learning process on campus.

In addition, the Office of Student Development Programs "promotes student learning by providing leadership education, involvement avenues, and personal growth opportunities to develop responsible individuals as engaged members of their communities." Student Development coordinates, advises, and supports the growth and development of student organizations. The Office is a resource to assist student led organizations at the University. There were over 80 student-led organizations registered with the Office of Student Development Programs during 2007-08. Many of these student-led organizations plan, coordinate, and execute community engagement projects related to the organization's purpose. For example, Colleges Against Cancer (CAC), the campus arm of the American Cancer Society, plans, promotes, coordinates, and implements a Relay for Life on campus each spring. The event is co-sponsored with the CAC chapter from the University of Evansville, and the two schools compete to see which school can raise the most money, with the ultimate winner being the American Cancer Society and cancer research.

4. Is community engagement noted on student transcripts?

Yes  No

Describe:

At this time, community engagement is not noted on student transcripts; however, the Service Learning Advisory Committee has recommended that the University pursue this practice either through course designation or achievement of a special designation.

5. Is there a faculty governance committee with responsibilities for community engagement?

Yes  No

Describe:

Engagement is woven into multiple committees and activities.

- The Service Learning Advisory Committee, under the direction of the Provost, demonstrates collaboration among departments and divisions, as well as broad involvement and institutional commitment, in USI's service engagement program. This committee works with the Director of Service Learning to develop policies to advance service engagement at USI, and to act as liaisons within their respective departments to promote service learning opportunities.
- College and University tenure and promotion standards include engagement scholarship as a form of research to be recognized, so college tenure and promotion committees recognize this work. The University Promotions Committee (a committee of the Faculty Senate) also recognizes the scholarship of engagement as an activity to be recognized in the promotion process.
- The Faculty and Academic Affairs Committee of the Faculty Senate addresses policy issues with regard to outreach and engagement issues for faculty.
- Faculty Development Advisory Board has representation of full- and part-time faculty, as well as department chairs, a dean, and representatives from the Rice Library and Instructional Technology. This Committee assists the Director of Faculty Development in creating workshops and other activities for faculty, including how to frame and produce engagement scholarship.

## 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 terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning courses?

Yes  No

Describe requirements:

Service Learning at USI is a community-based teaching pedagogy that integrates community service with instruction and structured reflection to enrich the learning experience and teach civic responsibility. Service Learning at USI includes:

- Academic Service Learning – Course-based, credit-bearing strategy that integrates community service with instruction and structured reflection to enrich the learning experience and teach civic responsibility.
- Curricular Service Learning – Service Learning related to a particular academic major or field of study in which the service or project is attached to a discipline rather than a specific course. Credit may, or may not, be attached.
- Co-Curricular Service Learning – Method of learning that involves learning objectives and opportunities for reflection around specific community activities, not usually connected with credit courses.

To be listed as a Service Learning course (Academic Service Learning), it must meet the following objectives: project is based on community and academic partnership in which mutual benefits are exchanged; learning occurs because the project improves academic competency; combination of academic learning and community service helps to transform students into engaged students; the project product and/or reflective analysis form the research/creative work; and ethical practices inform all phases of the project.

- b. How many formal for-credit Service Learning courses were offered in the most recent academic year? 141

What percentage of total courses? 3.8%

- c. How many departments are represented by those courses? 21

What percentage of total departments? 66%

d. How many faculty taught Service Learning courses in the most recent academic year? 75  
What percentage of faculty? 11.4%

e. How many students participated in Service Learning courses in the most recent academic year? 3,064  
What percentage of students? 4%

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

Yes  No

Provide specific learning outcome examples:

The expected learning outcomes for students include:

- Civic and Democratic Engagement – Giving students a greater sense of responsibility for civic matters, a richer sense of what it means to be in community, a sharpened ability to accurately identify community needs, and a passion for making a contribution, furthering democracy in general in our society and giving students an idea of how citizenship works.
- Making a Difference or Creating Change – Developing the confidence they can make a difference, the willingness to play a leadership role in making that difference, and the propensity to envision the future and enhance their ability to find the resources to create that future. They will learn a problem-solving, collaborative model, and develop their leadership and teamwork skills needed for effective community work.
- Learning through Disciplined Reflection – Producing more profound understanding of discipline-based knowledge and skills among students' and further their ability to apply and demonstrate what they have learned.
- Working with Diverse Groups or Environments – Gaining greater comfort and skill in understanding and working with diverse cultures, groups and environments, largely through immersion.
- Feeling Part of the USI Community – Giving students a greater sense of belonging to the USI community.

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

Yes  No

Provide specific learning outcome examples:

The institutional learning outcomes (listed above) guide service learning coursework campus-wide; however, individual courses often adopt specific outcomes. In Teacher Education, accountability for field experiences and clinical practice includes the application of both entry and exit requirements for candidates, including candidates' demonstration of content, pedagogical, and professional knowledge aligned with standards; candidates' demonstration of proficiencies in early field experiences; candidates' application of the skills, knowledge, and professional dispositions defined by the unit in its conceptual framework, including the capacity to have a positive effect on P-12 student learning; and candidates' demonstration of skills for working with colleagues, parents and families, and communities.

c. Are those outcomes systematically assessed?

Yes  No

Describe:

Field experiences and clinical practice are integral program components for the initial and advanced preparation of teacher candidates and candidates for other professional school roles. The University department and school partners collaboratively design and implement field experiences and clinical practice, including the assessment of candidate performance. The use of rubrics guides the assessment of students in determining achievement of learning outcomes. The rubrics provide a set of clear expectations or criteria used to help faculty and students focus on what is valued in the field experience. The rubrics describe what is to be learned rather than what is to be taught. Assessment is done through observation, guided reflection, and review of field experience materials.

d. If yes, how is the assessment data used?

Describe:

In Teacher Education, assessment data are used to determine course grades, but a larger focus is on the improvement of teacher candidates' skills and abilities to ensure successful, well-qualified teachers. The information from assessments guides the University faculty in continually improving service learning and field experiences to ensure the teacher candidates gain the knowledge and skills needed to become quality teachers.

3. a. Is community engagement integrated into the following curricular activities?

- Student Research
- Student Leadership
- Internships/Co-ops
- Study Abroad

Describe with examples:

Student Research: The Research, Innovation, Scholarship, and Creativity (RISC) Program at USI provides funding for students to initiate or continue qualifying student research projects. An example of student research integrated with community engagement from the 2008 program is the "Soybean Oil Extraction Process Improvements" project. This project is in response to the need of a local soybean processing facility for an improved soybean oil extraction process. The project report will provide the facility with cost, performance, and installation information for each of three options.

Student Leadership: The Office of Student Development Programs sponsors Camp Eagle, a 3-day leadership retreat for incoming freshmen. The camp focuses on the social change model of leadership, and campers are challenged to analyze themselves, improve their leadership of groups, and create positive change in their communities. Each camper participates in a community service project giving them a greater understanding of the impact of community service. In addition, the Emerging Leaders Living Learning Community offers students the skills to "create positive change in the people and community around them."

Internships/Co-ops: Many internships provide students with opportunities to work with community engaged organizations, including the Lincoln Boyhood Memorial, Adult Probation Department of Vanderburgh County, Growth Alliance for Greater Evansville, American Cancer Society, American Red Cross, Habitat for Humanity, and Evansville-Vanderburgh Building Commission.

Study Abroad: Community engagement is not integrated into all study abroad opportunities; however, there are opportunities for students to pursue these types of opportunities. For example, in one study abroad program, a student takes intensive Chinese language for 4 weeks in Beijing and spends the second half of the program (4 weeks) teaching English in a rural community in Yunan province. Another student was engaged in a community outreach program during his study abroad program in Uruguay.

b. Has community engagement been integrated with curriculum on an institution-wide level?

Yes  No

If yes, indicate where the integration exists:

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

Describe with examples:

Core Courses – The University Core Curriculum seeks to encourage in all students the desire and ability to achieve personal growth and contribute meaningfully to society. Non-specialized, non-vocational learning views students first as human beings, equipping them to harness their full intellectual, aesthetic, emotional, and physical resources to improve their lives and the lives of those around them.

In the Majors – Examples of integration include:

- College of Business - Individual Taxation Practicum – In this three credit-hour course, students serve the local community by preparing federal and state individual tax returns for low-income taxpayers, foreign faculty, and students.
- College of Science and Engineering - Two math courses work to develop and deliver a math night for parents at a local elementary school.
- College of Liberal Arts - In the Seminar in Advertising course, students created a logo, positioning statement, and flyers targeted to high school students for SparK12, a new organization created to increase retention among high school students.

Graduate Studies – One example of community engagement in the graduate program involves a partnership with International Orphanage Relief, a Jamaican agency. Students travel to Jamaica with the Master of Social Work Program Director to spend one week working in a local orphanage. The Master of Social Work program goals include, “to serve the University service area and MSW graduates by providing research consultation, community services, and professional development to individuals, organizations, institutions, and communities...”

Capstone (Senior level project) – The capstone course for social work, Social Work Practicum II, the course provides supervised experiential learning external to the classroom. A minimum of 300 contact hours per semester are spent in a community social service agency or related organization to develop social work skills and gain supervised practice in performing the role of social worker.

4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes  No

Provide a minimum of five examples from different disciplines:

The faculty from the Departments of Social Work, Physical Education, Sociology and Economics, along with their classes, conducted an evaluation of Habitat for Humanity of Evansville and explored the impact of home ownership on "partner" families. The study combined the demographic information Habitat for Humanity Owners Survey and participants' perceived resource availability before and after homeownership using the Family Inventory of Resources for Management (FIRM). Dr. Ronda Priest, (Sociology) presented a paper titled "The Impact of Habitat Homes in their Neighborhoods: A Community Engagement Study" at the National Social Science Association conference (2008).

Dr. Barbara Williams, Associate Professor of Occupational Therapy, presented "Community Service – Core Values and Attitudes of OT Practice," at the Indiana Occupational Therapy Association state conference in 2008.

Dr. Doris Mohr and Professor Judy Wells presented a science, technology, engineering, and mathematics professional development workshop entitled, "Algebra for Middle School Teachers," at the University in June 2007.

Dr. Les Nunn's Legal and Social Environment of Business course in the Spring 2008 completed a business plan for the Old Courthouse in Evansville, Indiana, to make recommendations on the optimum use of the facility. The Board of Commissioners of Vanderburgh County requested that Dr. Nunn and his class compile the business plan.

Dr. Michael Slavkin, Associate Professor of Education, developed Seasons of Change: An Intergenerational Service-Learning Project for Elementary Grades. This is a lesson plan designed to be a training tool to show teachers how curriculum can be active and transformative in the lives of elementary students.

## 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).

1. Indicate which outreach programs are developed for community:

- learning centers
- tutoring
- extension programs
- non-credit courses
- evaluation support
- training programs
- professional development centers
- other (specify)

Describe with examples:

LEARNING CENTERS: Management Diagnostic Center - Uses well-recognized assessment methodology to develop comprehensive training needs profiles for supervisors and managers.

TUTORING: College Mentors for Kids, sponsored by the USI Multicultural Center, brings elementary school students to campus to enjoy activities, tutoring, and mentoring relationships with USI students.

EXTENSION PROGRAMS: Distance education - USI offers degree programs via distance education; USI Nearby - Off-campus, credit courses provide regional residents access to college courses at more convenient locations; and College Achievement Program (CAP) - Cooperative program between USI and participating high schools. CAP allows high school juniors and seniors to earn concurrent credit at a reduced rate of tuition.

NON-CREDIT COURSES: Non-credit community courses designed to provide opportunities for personal growth and development in arts & leisure, computers, fitness & recreation, languages, and areas of personal interest. Many noncredit courses offer Continuing Education Units (CEUs).

EVALUATION SUPPORT: Office of Institutional Research often provides evaluation support to determine program and project effectiveness, for example the 2007 Citizen Survey for the Evansville Department of Parks & Recreation.

TRAINING PROGRAMS: Basic Orientation Plus (BOP)-Partnership with the Tri-State Industrial Safety Council offers BOP safety training program that meets most of OSHA-mandated contractor requirements; Center for Human Resource Development provides training to employers, agencies, and community organizations. Program examples include supervisory development, customer service, and employee development.

PROFESSIONAL DEVELOPMENT CENTERS: The SPIRAL Program provides collaborative professional development with two regional school corporations to provide intensive teacher professional development improving elementary and middle school science instruction. Also, certificate programs enhance the skills of professionals, including Certificate in Maintenance Management & Certified Management Accountant.

2. Which institutional resources are provided as outreach to the community?

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

Describe with examples:

**CO-CURRICULAR STUDENT SERVICE:** Nearly 800 hours of student service, outside of courses, was reported to Volunteer Services last year. In addition, the Eagle Road Crew, a residence life-sponsored service learning group, often travels to work with deserving community service organizations.

**WORK/STUDY PLACEMENT:** As a participant in the federal work/study program, part of the University's placements must be in local nonprofit, governmental, and community-based organizations. Long-standing partnerships with Central Child Care, Salvation Army, American Red Cross, Indiana Legal Services and Boy Scouts of America provide outreach opportunities for work/study students.

**CULTURAL OFFERINGS:** Theatre and music performances, art galleries, writer's retreat, and reading series are all cultural offerings of the University and open to the public. Heritage tourism (Historic Southern Indiana) and historic preservation (Historic New Harmony) are also offered by the University.

**ATHLETIC OFFERINGS:** As a member of the Great Lakes Valley Conference (NCAA Division II), all athletic events are open to the public, with programs in 15 sports. Also, sports camps for elementary to high school age athletes are offered in eight sports each summer.

**LIBRARY SERVICES:** The David L. Rice Library is open to residents of Indiana and the local area. Library professionals provide consultation to local residents, schools, and public libraries.

**TECHNOLOGY:** The University partners with several community groups to host video and audio-conferences on campus, including AmeriCorps, an Alzheimer's awareness group, and regional economic and workforce development conferences. The University also provides technology consulting for community organizations. The University has produced several programs for broadcast on local PBS affiliate.

**FACULTY CONSULTATION:** The Center for Applied Research matches faculty and staff with businesses and organizations in the region to conduct research, consulting work, or other applied projects. Faculty consultation services are also offered through each of the five Colleges.

3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.

4. a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

Yes  No

Describe the strategies:

In the Center for Applied Research, faculty conduct applied research and consulting projects serving the companies and typically resulting in some payment. Faculty may publish research findings and identify new areas of research to explore. For instance, the Alcoa partnership began with Dr. Paul Doss, certified geologist, providing oversight on a coal combustion products storage project. Consequently, Dr. Doss has published one research paper, Alcoa has requested two additional projects engaging faculty and students (fish counts and wind power generation), and Alcoa was a site visit for a national geology conference hosted at USI during the Spring of 2008. The relationship continues to grow as the parties gain greater understandings of our strengths and ability to collaborate on numerous issues.

The Connect with Southern Indiana program is designed to retain the region's intellectual capacity by strengthening critical thinking and promoting active citizenship. Twenty-four people from nine southwestern Indiana counties are selected each year to participate in this program, which is funded by the Lilly Endowment. Participants expand their opportunities for creating new connections: with other residents, with local and regional organizations, between communities, and between USI and the region. These connections are designed to transcend traditional boundaries of towns and counties, occupation, and demography. All participants develop a collaborative project to benefit the local community during the program.

The College Achievement Program not only works closely with high school teachers, but also with regional superintendents, principals, and counselors to ensure a successful program. Meetings are held periodically to allow all involved to interact and collaborate.

Historic New Harmony, a unique partnership between the University and the Indiana State Museum and Historic Sites, works with the Town of New Harmony to ensure the preservation and interpretation of New Harmony's sites and history, as well as promoting heritage tourism.

b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution?

Yes  No

Describe the mechanisms:

The Center for Applied Research builds a relationship with the community client, and by carefully listening to the needs of the client, structures a project agreement to frame the work of the faculty and expectations of the client. Through direct interaction, the Center works closely with both parties to ensure projects meet everyone's expectations. The Center is also in the process of developing a quantitative feedback tool. Indications of success include the number of organizations pursuing multiple projects after the successful implementation of one as well as the growth in project requests over the two years.

The Connect with Southern Indiana program uses a variety of assessment and evaluation tools during the year-long program, including social network analysis, critical thinking assessments, and formal and informal program evaluations. The assessment information is then communicated back to county representatives at the conclusion of the program, along with an opportunity for county representatives to provide feedback on that year's program.

The College Achievement Program conducts professional development workshop evaluations and provides feedback to faculty liaisons. High school students are surveyed annually with course evaluation forms, as well as after graduation, to determine if credits successfully transferred and to assess college preparedness after coursework. Surveys are also administered every five years to superintendents, principals, and counselors on program perceptions. Survey and evaluation results are shared with high school teachers, faculty, and school administration annually.

Historic New Harmony conducts focus groups within the Town of New Harmony related to the Town's heritage tourism and historic preservation activities. Report-back meetings are then held to inform the town leaders and residents on the information gathered and discuss future programs and services.

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

Yes  No

Provide a minimum of five examples from varied disciplines:

Connect with Southern Indiana participant, Dr. Glenna Bower, Assistant Professor of Education, led a team in developing an after-school intervention program and DVD addressing childhood obesity. The SMART Youth Fitness and Nutrition DVD includes sample components of aerobic fitness, flexibility, muscular strength, and nutrition using common household items instead of expensive equipment.

Geology Professor, Dr. Paul Doss, published, "Hydrogeology of an abandoned mine-land site for management of coal-combustion products," along with Ron Yost and Don Fuller, in The Geological Society of America Field Guide 12, 2008. Publication is a result of project with Alcoa.

Evansville Department of Parks and Recreation, 2007 Citizens Survey Report, by Dr. Katherine Draughon, Office of Institutional Research. The research team developed and implemented a web-based survey, analyzed results, and produced the report for the Department of Parks and Recreation to elicit opinions from residents regarding usage, needs and desires related to the city-operated parks and recreation facilities.

Dr. Sudesh Mujumdar, Associate Professor of Economics, and Dr. Timothy Schibik, Professor of Economics, prepared the I-69 Community Development Study, in February 2008. This report was prepared for the communities of Oakland City, Petersburg, and Washington, Indiana, to help guide planning efforts for the towns to address the positive and negative consequences of the new interstate.

Leslie Townsend, Director of Historic Southern Indiana wrote, Indiana's Ohio River Scenic Byway, published in 2007 by Arcadia Publishing. Historic Southern Indiana, a community outreach program of the University dedicated to preserving, enhancing, and promoting the resources of southern Indiana, provides administrative support for the Ohio River Scenic Byway, established in 1996.

### **III. Wrap-Up**

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

Section II, Question 1e: The 3,064 count for 'How many students participated in Service Learning courses in the most recent academic year' is a duplicated head count. In other words, a individual USI student may be counted multiple times if they took more than one service learning course. The 4% is calculated by dividing the 3,064 by the total duplicated head count for the Fall 07 and Spring 08 semesters (79,1000).

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

Limit to 400 words

3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.

Limit to 400 words

4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)

Yes  No

**Thank you! Please remember to save the document for your record.**

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