

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

2015 Documentation Reporting Form:
Reclassification Documentation Framework
(for campuses that received the Classification in 2006 or 2008)

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Applicant’s Contact Information

Please provide your contact information (for Carnegie Foundation use only):

- Name (of individual submitting the application)
- Title
- Telephone
- Email address
- Mailing address

- City/State
- Zip Code
- Institution
- Institution President/Chancellor
- President/Chancellor’s Mailing Address

Foundational Indicators

President/Chancellor’s Leadership Statement

1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:
 - a. Indicates their perception of where community engagement fits into their leadership of the institution,
 - b. Describes community engagement’s relationship to the institution’s core identity, strategic direction, and practices, and
 - c. Discusses how engagement is institutionalized for sustainability in the institution. [Copy and insert letter here.]
 - d. In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Document excerpt	Web Link (if available)
Annual addresses/speeches:	
Published editorials:	
Campus publications:	
Other:	

Document Excerpts----

Annual addresses/Speeches:

[Chancellor’s Newsletter: Report to the Community -](#)

These transformations are accomplished as the campus stretches to reach our goals—particularly the doubling goals—doubling the number of bachelor’s degrees, doubling externally funded research, doubling our community engagement and doubling our commitment to diversity. – Charles R. Bantz “Chancellors Newsletter: Report to the Community”

Published Editorials:

[Inside IUPUI - From the Desk of the Chancellor](#)

Led by our colleague, Gil Latz, Associate Vice Chancellor for International Affairs, IUPUI has partnered with the Indy Chamber and others, in preparing Indianapolis' successful proposal to participate in the Brookings Institution's and JPMorgan Chase's Global Cities Initiative Exchange. Gil, with Marty Vanags, vice president for Regional Economic Development at the Indy Chamber and executive director of Indy Partnership, and Kathy Davis, a consultant and owner of Davis Design Group LLC, recently authored a column on the exchange and explaining how it will facilitate Indianapolis work in global trade.

With the leadership of Vice Chancellor Dawn Rhodes, IUPUI is a title sponsor of the Steward Speakers Series 2013-14. February 10th there will be a panel "Transforming the lives of students of color through education" at the Madame Walker Theatre featuring Dr. Steve Perry and Susan L. Taylor and the series ends April 10th with former Secretary of State General Colin Powell at the JW Marriott.

Our students demonstrate amazing community engagement through service learning as well as volunteer activity. In 2013, our students launched "Paw's Pantry" to provide a food pantry for students, faculty, and staff and now in partnership with the Office of Sustainability have won the Sodexo Foundation's "Campus Kitchen" competition, which provides a grant to support establishing a kitchen to prepare food for those struggling with food insecurity.

Campus Publications:

[IUPUI Performance Report](#)

Commitment to community engagement is in IUPUI's DNA. The campus was created in large part to serve the Indianapolis and Central Indiana communities. Now "Our Commitment to Indiana and Beyond" calls on us to go beyond our past accomplishments and to deepen our commitment to community engagement. Specifically, we will develop initiatives focused on expanding service learning, promoting economic development, and addressing urban needs. We will coordinate, evaluate, and report on engagement activities more systematically; define an effective economic model for community engagement; and re-envision the roles of students, faculty, and staff in a contemporary engaged urban institution. As has been our tradition, this work will take place "in and with," rather than "to and for," the various communities we serve.

As we look to deepen our commitment to civic engagement, we are encouraged by the enormous progress we have made over the past decade. The work of our students, faculty, and staff to improve life in Indianapolis, Central Indiana and beyond has earned recognition and numerous awards locally, statewide, and nationally. Students and faculty have increased their engagement in service learning almost tenfold between 2003-2004 and 2012-2013, as measured by hours of service provided. Initiatives like TRIP—Translating Research into Practice—have accelerated the application of our research findings to improving the quality of life in Indiana and beyond. We thus have a strong foundation to build on and every reason to be confident of our ability to accomplish even more in the years to come.

Other:

[IMPACT Campaign](#)

HERE, WE CHAMPION CIVIC ENGAGEMENT. IUPUI's nationally cited commitment to civic engagement is not just part of the campus mission. It's at the core of what—and how—students learn.

1. Institution and Community Engagement

1.a. Institutional Identity and Culture

Q: 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.)?

Indiana University-Purdue University Indianapolis (IUPUI) is a core campus of Indiana University and is located in the capital city of Indianapolis. Administratively, IUPUI also includes the IUPUI-C campus in Columbus which is located 45 miles southeast of Indianapolis. IUPUI is unique in higher education in that it is a campus that is comprised of 22 schools, offering either Indiana University or Purdue University degrees, many of which are professional degrees (e.g., Dentistry, Education, Engineering, Law, Nursing, Medicine, Public Health, Social Work). The student population is comprised of 16,950 undergraduates and 6,140 graduate. A largely nonresidential campus is located in the heart of the city, within walking distance of government organizations, museums, and commercial districts. Administratively, the campus is highly decentralized in part due to the nature of the campus and in part due to the Responsibility Centered Management (RCM) budget structure (see Funding 2.a below). In terms of the curriculum, a core curriculum for undergraduate education was agreed upon in 2013 but prior to that we have relied upon the [Principles of Undergraduate Learning \(PULs\)](#) as the common requirements for an undergraduate educational experience.

This urban context, emphasis on professional education, and decentralization has implications for many aspects of community engagement. The emphasis on professional education provides a rich culture and a deep commitment of the campus to community engaged teaching, research and service. The campus has an institution-wide definition of civic engagement and is available at <http://www.iupui.edu/civicingagement/>. In 2002, IUPUI completed a “Self-Study on Civic Engagement” as part of the campus reaffirmation of accreditation by the Higher Learning Commission (HLC) North Central Association. In preparation for that institutional review, a campus task force defined civic engagement as “active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission.” This definition of civic engagement represents a shift from the traditional tripartite division of teaching, research, and service, for it emphasizes that civic engagement is not simply a substitute for professional service. Rather, the definition indicates that this work encompasses teaching, research, and service (including patient and client services) *in and with* the community. Our collaborative understanding of civic engagement includes university work in all sectors of society as well as the local, regional, national, or international settings where this work is situated. As an urban public research university, IUPUI assumes a special responsibility for civic engagement activities within Central Indiana. IUPUC is committed to civic engagement in the South Central region of Indiana surrounding the regional hub of Columbus.

In 2005, the campus was selected as one of the twelve institutions to assist in creating the Carnegie Classification process. The campus submitted a dossier of materials and received classification in 2006 without using the current framework narrative.

1.b. Evidence of Institutional Commitment

Q: How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents?

Civic engagement is specified as a priority at IUPUI through the campus mission statement, strategic plan, and HLC Reaffirmation that was completed in 2012.

Mission statement excerpt and weblink: <http://www.iport.iupui.edu/iupui/visionmission/>
(Trustee Approved – November 2005)

“Indiana University-Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue Universities, is Indiana’s urban research and academic health sciences campus. IUPUI’s mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.”

Current Strategic Plan excerpt and weblink: <http://strategicplan.iupui.edu/>

“*Our Commitment to Indiana and Beyond: IUPUI Strategic Plan* reaffirms the campus’s commitment to the city of Indianapolis and the state of Indiana, as well as to continued national and global engagement to improve the quality of life in communities worldwide. Community engagement is a defining value in American higher education. Engagement and service will increasingly permeate the lives and work of students, faculty, staff, and community partners. (In one of twelve strategic planning areas entitled *Deepen our Commitment to Community Engagement*) IUPUI will collaborate and partner with the community to expand service learning, promote economic development, and provide outreach and engagement to address urban needs.”

Accreditation/Reaffirmation document excerpt; weblink: <http://www.iupui.edu/2012/>

“Numerous IUPUI initiatives have contributed to the understanding and practice of civic engagement and its related components. The campus has articulated a clear vision for the work, strategically convened stakeholders, set concrete timelines and goals, collaborated with faculty governance, established relationships with community partners across a wide spectrum, connected with national organizations and initiatives (e.g., American Association for Higher Education, Association of American Colleges and Universities, American Association of State Colleges and Universities, American Democracy Project, Campus Compact, among others), and allocated campus resources to support the campus mission of civic engagement. IUPUI seeks to cultivate in all members of the campus community the desire to make Indianapolis and Central Indiana one of the world’s best places to live, work, and learn through the discovery and wise use of knowledge. This vision is noteworthy in that it is centered on the community, not the university. Moreover, it focuses on local achievement and attainment by bringing the best of the world’s intellectual resources to bear on the geographic, economic, social, cultural, and political

community of which IUPUI is a part. This vision for IUPUI can be shared by the community, and the role of the university is defined by its instrumentality, not by its own aggrandizement. IUPUI's aspiration to excellence in civic engagement is unambiguous for faculty, staff, students, and the community itself."

2. Significant Changes Related to Community Engagement

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

Since our first classification in 2006, the campus has deepened its commitment to community engagement and this is evident through campus mission, strategic planning, organizational structure, curricular change, personnel, promotion and tenure guidelines, partnerships, and budget allocations. Funding has remained relatively consistent at the campus level, which is significant in a time of declining state funding for higher education in Indiana. One significant change since the last classification is evident in the current strategic planning process, initiated in 2012 by the Executive Vice-Chancellor Nasser Paydar. [The strategic plan, *Our Commitment to Indiana and Beyond*](#), states the campus commitment to the broader term of community engagement. This change is to align the campus more closely with the Indiana University system-wide approach and to capture both civic and economic development under the leadership of a Vice-Chancellor. A new organizational structure will be announced in summer 2014. This change addresses key recommendations made by external review teams in the campus HLC Reaffirmation in both 2002 and 2012. The aim is a more coordinated and strategic approach that recognizes IUPUI as an anchor institution for community and economic development in Central Indiana.

The CSL has leadership responsibilities for civic engagement and since 2006 there have been three significant changes. First, in 2007, through a competitive internal application process, CSL received \$150,000 in campus funding over three years as one of the first campus Signature Centers to create the [Service Learning Research Collaborative](#). Implications included hosting the *2010 International Association of Research on Service Learning and Community Engagement Conference*, coordinating the IUPUI Research Academy now in its 6th year, hiring a full-time Research Associate in 2012, and supporting the [Boyer Scholars](#) Faculty Development Program. These changes position the campus to remain a strong intellectual leader in the field of scholarship of engagement.

Second, Dr. Robert Bringle, the inaugural and long-time Executive Director, retired in 2012. The campus honored his leadership and legacy by renaming a spring celebration event the [Robert G. Bringle Civic Engagement Showcase & Symposium](#). Dr. Julie Hatcher, Associate Professor of Philanthropic Studies, assumed responsibilities as ED of CSL in July, 2012. Third, in November 2012 campus administration announced the decision to relocate CSL to Hine Hall, a prominent building in the heart of campus. This renovated suite increased square footage by approximately 40%. On a campus where space is very limited and highly desired, this decision represents campus commitment to the importance of community engagement.

There is evidence of a deepened commitment to community engagement at the School level since the initial classification. Based on data from the *Carnegie Reclassification Survey (CRS)* distributed to schools for this narrative (see Appendix A), a survey we used in 2006 and modified a bit for this classification, there are 38 new positions/roles and responsibilities for faculty and staff in 10 schools related to community engagement. A full listing of these new positions/roles since 2006 is provided (Appendix B) and in total represents 18.75 Full-Time Equivalent positions.

3. Changes in Executive Leadership

Q: Specify changes in executive leadership since classification and the implications of those changes for community engagement:

Chancellor Charles Bantz has maintained consistent support for IUPUI's community engagement. He has supported initiatives such as Translating Research into Practice, Indiana Campus Compact, Chancellor's Faculty Award for Excellence in Civic Engagement, Chancellor's Community Award for Excellence in Civic Engagement and routinely highlights community engagement as a distinctive aspect of the campus in speeches, online campus newsletters, annual reports to the community, and annual events. The impact of his leadership is demonstrated in a reaccreditation report by the Higher Learning Commission of the North Central Association of Colleges and Schools in 2012, which noted service learning and community engagement as a key strength of the campus (<http://www.iupui.edu/2012/>) (see Appendix C for more information about these awards).

In 2006, there was change in Executive Vice-Chancellor leadership from Dr. William Plater to Dr. Uday Sukhatme. EVC Plater created an institutional bedrock for civic engagement. The significance of his leadership may be best represented by the "William M. Plater Award for Leadership in Civic Engagement" established in 2006 and awarded annually by the American Association of State Colleges & Universities to recognize chief academic officers demonstrating "exemplary leadership in advancing the civic learning of undergraduates." The [William M. Plater Civic Engagement Medallion](#) was created in 2006 to honor graduating students at IUPUI who have excelled in service to the community. Evidence of William Plater's impact is represented by the [continued campus recognitions and awards](#).

In 2008, EVC Dr. Uday Sukhatme reconfirmed the importance of service learning by elevating it as a core aspiration in the undergraduate curriculum through the RISE to the Challenge Initiative. This initiative emphasizes the importance of high impact teaching practices such as undergraduate Research, International study abroad, Service learning, and Experiential learning courses. The significance of his leadership resulted in extending the use of systematic tagging of courses through the Registrar to capture the extent of service learning (RISE Courses: <http://registrar.iupui.edu/rise-challenge.html>). He designated [curriculum development grants](#) to support faculty innovation. Evidence of his impact is represented by the ability of CSL to use tagged course information to improve the annual Service Learning Course Inventory and associated reports (<http://csl.iupui.edu/about/campus-reports/index.shtml>). Additionally he designated internal funding for Signature Centers to increase cross-disciplinary research and contributions to the community engaged work that "takes advantage of the urban location of Indianapolis and establish partnerships with local community and cultural organizations." The CSL was among the first cohort of Signature

Centers.

In 2012, Dr. Nasser Paydar was appointed EVC. The significance of his leadership is represented by a new strategic plan, *Our Commitment to Indiana and Beyond* (<http://strategicplan.iupui.edu/>) and the plans to deepen campus commitment to community engagement. Evidence of his impact is represented by appointing a Strategic Planning Task Force on Community Engagement, leadership as Chair of the Board of Indiana Campus Compact, maintaining current funding levels to campus units that support community engagement, and sponsoring the New England Resource Center for Higher Education Lynton Symposium for each of the past two years.

Institutional Commitment

Infrastructure

Q: 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.

IUPUI has completed a campus-wide [strategic planning process](#), resulting in a new vision, campus strategy, and 10 strategic initiatives that aligned with the vision. One strategic initiative is *Deepen Our Commitment to Community Engagement*. Work of the task force for this initiative reaffirmed that engagement is a defining attribute of IUPUI, a vital component of our vision, mission, and values, and a tradition dating to the campus's very beginning. The dedicated effort of students, faculty, and staff to work with others to improve life in Indianapolis, Central Indiana, and beyond has resulted in national recognition and awards. At the same time, our civic and community engagement work is diffuse, involving multiple centers, schools, and faculty initiatives (See Organizational Chart: Appendix C). Strategic actions associated with *Deepen Our Commitment to Community Engagement* includes goals such as (a) expand capacity for effective community engagement by developing an innovative and inclusive engagement agenda aimed at increasing the impact of our engagement; (b) coordinate engagement activities more comprehensively, systematically, and strategically; and (c) evaluate, recognize, and reward contributions to community engagement.

Taking this new organizational approach is a significant change from 2006. The organization chart, reporting lines, and budget reallocations is still in development. This summer IUPUI will create a senior-level administrative role with broad responsibility for the Office for Engagement. In addition to the coordination responsibility, the office will leverage the work of three campus-wide offices: (a) [CSL](#); (b) [Solution Center](#) (SC); and (c) [Community Learning Network](#) (CLN). These three units will work with colleagues from [External Affairs](#), including community and alumni relations which has responsibility for outreach and community engagement programs (e.g. Black Expo,

Habitat for Humanity, United Way fundraising). The senior-level administrator responsible for this portfolio is part of the Chancellor’s Cabinet, reporting directly to the IUPUI Chancellor, and the units involved will liaise strategically with other areas of the campus and the university (e.g., Academic Affairs; [Student Affairs](#), [Diversity Equity and Inclusion](#), IU Foundation, IU Office of Engagement, IU Alumni Association) as appropriate.

This change positions the campus to accomplish actions in support of the strategic plan initiative including: (a) develop a “big and bold” plan for community engagement, in partnership with the community, that embraces democratic principles of reciprocity; (b) develop an operational model of community engagement that resolves tensions among different definitions of engagement and incorporates nontraditional forms of campus-community engagement; (c) build a nationally distinctive contemporary model for community engagement that includes more effective strategies for coordinating, advocating for, and leading community engagement in IUPUI’s decentralized environment; and (d) ensure an appropriate infrastructure is in place to support community engagement at IUPUI, including leadership, coordination and mapping of community engagement activities, and effective communication with on- and off-campus stakeholders involved in community engagement.

Funding

2.a. Internal Budgetary Allocation

Q: 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.

Any discussion of internal budget allocations must first recognize that IUPUI’s \$1.2B budget operates under a system known as Responsibility Center Management (RCM), which is a financial management philosophy that focuses on operational decentralization, and is designed to support academic priorities at the lowest possible levels, usually academic units and departments. RCM permits administrators to allocate fiscal resources in line with current and longer-term strategic initiatives of the campus or academic unit, and helps to align authority with actual responsibilities of deans, directors, and department heads.

RCM differs from traditional financial models in several ways. Historically, authority for financial planning and monitoring was held centrally; income was controlled and resources allocated centrally; reallocation of resource was determined centrally; and surpluses or deficits were dealt with centrally. In RCM, though, these matters are decentralized, with operational authority delegated to major academic units of the campus. This facilitates progress toward achieving specific academic priorities, especially on a campus such as IUPUI, where competing priorities between academic units might exist. Fiscally, RCM permits income to be realized at the academic unit level, and, as such, academic units at IUPUI receive income from the following revenue sources: credit hour tuition; state appropriation; indirect cost recovery/facilities and

administrative costs from grants and contracts; and/or development and fundraising efforts. All direct expenses are paid for by the responsibility center (academic unit), and shared services (e.g., library; physical plant improvements; central administration) are paid for through a university-mandated tax to each academic unit.

Given this highly decentralized budgetary context, IUPUI has continued to develop and reallocate internal resources centrally in support of engagement efforts that are organized and coordinated campus-wide. Presently, three offices share campus-wide responsibility for engagement and an analysis of the budgets for each of these offices between Fiscal Year (FY) 2007 to FY2014 reveals additional campus-level internal allocations in support of engagement activities. Below are the changes in funding since the last classification:

- Center for Service and Learning, FY07 budget was \$1,475,815 and in FY14 it was \$1,658,365.
- Solution Center, FY07 budget was \$359,196 and in FY14 it was \$383,418
- Community Learning Network, FY07 budget was \$1,371,062 and in FY14 it was \$1,556,440.

Collectively, the budget of these three campus offices in FY07 was \$3,206,073 and in FY14 it was \$3,598,223. This represents an 11% increase in campus resources to support engagement efforts in a seven-year period. In addition, school level reallocation occurring in this same timeframe, when combined, represents an additional 18.75 FTE in staff/faculty time for community engagement.

2.b. External Budgetary Allocations

Q: 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.

Three examples of external budgetary allocations supporting engagement that have changed since the last classification come from the three central IUPUI units: (a) Center for Service and Learning, (b) Solution Center and (c) Community Learning Network.

From 2011-2014, the CSL received external funding from the University of Pennsylvania's Netter Center for Community Partnerships to create a Midwest regional Center for University-Assisted Community Schools as part of Penn's national replication project. This grant was received due to the longstanding partnership between IUPUI and George Washington Community High School, located in the Near West community just minutes from campus. This three-year funding of \$150,000 provided resources for capacity building trainings, external consulting services, program evaluation, and public policy programs. As one of its first activities, the [Midwest Center and the Indiana Partnerships Center](#) co-hosted a Family/School/Community Engagement Forum for 100 targeted policymakers and leaders in public education, the first in a planned series of four such learning opportunities.

From 2009-2013, the campus matched a five-year, \$900,000 foundation grant with \$900,000 from

the campus to be used to seed and expand community-based engagement through the [Solution Center](#) (e.g., internships, course projects, community engaged research, and other business assistance projects). From 2009-2013, the SC granted \$1.58 million that leveraged \$3.33 million in match support from community and campus partners, resulting in 2,570 specific partnerships, community-based experiences, research projects, and engagements; 53,540 internship, part-time and full-time, and other positions posted on the campus jobs system; and hundreds of additional connections made on behalf of the external community.

In 2010, the CLN received a 5-year, \$2.5 million federal grant to create three full service community schools in the Martindale-Brightwood neighborhood. The Martindale-Brightwood community is a low-income area located ten minutes northeast of campus in Indiana's 7th District. Working with community partners, IUPUI assists in school change initiatives at James Russell Lowell School 51, Frances W. Parker School 56 and Joyce Kilmer School 69. The aim is to create learning environments that meet the academic, social and health needs of more than 700 students. The federally-funded Full Service Community Schools (FSCS) initiative is benefitting the entire [Martindale-Brightwood community](#) of more than 8,000 residents. In addition to after-school activities and other services for youth at the three schools, grant monies also support workforce development and literacy programs for parents.

2.c. Fundraising and Community Engagement

Q: 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.

IUPUI's IMPACT campaign began in 2006 and concluded in 2013, and was the largest and most successful comprehensive fundraising campaign in IUPUI's history, raising \$1.39 billion, exceeding its initial goal of \$1.25 billion. The campaign had four fundraising goals: (1) supporting extraordinary student success; (2) excelling as a center for the health and life sciences; (3) championing civic engagement; and (4) thriving as an urban research campus.

For supporting extraordinary student success, an example related to community engagement from this campaign is the *RISE Scholarships*, which was one of the most popular giving opportunities in the IMPACT campaign. *RISE Scholarships* enable undergraduate students to participate in **R**esearch, **I**nternational study abroad, **S**ervice learning or **E**xperiential learning courses (e.g. internship, clinicals) many of which include community engagement. Enhancing the appeal of this initiative was a fixed match offered by the campus, which increased the total annual support for each *RISE* scholarship created. Sixty-four *RISE Scholarships* were endowed at \$20,000 each: 16 in the Lilly Family School of Philanthropy; 13 in both the Herron School of Art and Design and the Kelley School of Business; five each in the School of Science, the School of Nursing and the Center for Research and Learning; three in the School of Engineering and Technology; two in the Fairbanks School of Public Health; and one each in the School of Liberal Arts and the School of Education.

For excelling as a center for the health and life sciences, an example related to community engagement was the creation of The Richard M. Fairbanks School of Public Health, evolving from the Department of Public Health in the IU School of Medicine, and named in recognition of a transformative \$20 million gift from the Richard M. Fairbanks Foundation. This directly supports IUPUI's efforts to address the critical public health problems that affect the quality of life of the citizens of Indiana, and the school will focus on the areas of urban health, health policy, biostatistics, and epidemiology.

For championing civic engagement, an example related to community engagement was support for the Basile Center for Art, Design and Public Life, where Herron School of Art and Design students and faculty apply their artistic talents to the actual, relevant needs of businesses, nonprofit organizations, and government agencies. In 2013, 319 Herron students helped complete 17 new public art initiatives in Indianapolis. For example, Herron students created a new public communication campaign and logo for the Near West community.

For thriving as an urban research campus, an example related to community engagement was the Transportation Active Safety Institute (TASI), in the School of Engineering and Technology, and supported by a five-year, \$50 million grant from Toyota. TASI is conducting research with the ultimate goal of reducing the number of pedestrian traffic deaths. The above are examples of the types of community engagement activities funded through the comprehensive capital campaign at IUPUI from 2006-2013.

2.d. External Investments for Community Engagement

Q: 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.

There are several examples of how IUPUI invests externally in the community. To date, however, no property has been purchased to further community engagement work. At a campus level, the Sam H. Jones (SHJ) Community Service Scholarship program is leveraged to support the capacity of community engagement by the campus. Some Scholars serve in the community to build networking capacity, social capacity, and human capital; other Scholars provide leadership for direct service to the community. As the number of service learning courses increases, there is the need to similarly build the capacity of community partners to effectively host college students through [Service Learning Assistant Scholarships](#). IUPUI has increased its funding for this service-based scholarship program from \$400,000 in FY06 to \$575,000 in FY14.

School of Education externally-awarded grants totaling \$6,637,784 in 2014 that support community engagement including the following: Summer Youth Program; Pro 100 Summer Youth Program; Mary Rigg Neighborhood Center U.S. Department of Education grants for Total Quality Partnerships, Partnerships for Post-secondary Education and Careers, Great Lakes Equity Center,

and IUPUI/ESL Partnerships; and the Governor's Council on People with Disabilities.

School of Liberal Arts has several faculty and staff time devoted to community engagement totaling \$202,010.42 in 2014. Furthermore, there are several events related to engagement, including [Taylor Symposium](#); [Bulen Symposium](#); [Spirit and Place Festival](#); and [Barlow Lecture](#), all of which have external investments totaling over \$25,000.

Additionally, external investments in community engagement activities have been reported from various academic units at IUPUI as follows: School of Science, which provides sponsorships in STEM Education, totaling \$30,550 in 2014; the School of Public Health, who invest faculty time to support community engagement (this has grown from \$70,715 in 2008 to \$275,607 in 2014); the School of Law, which provides clinical outreach of faculty and students to provide legal aid in the community through Shortridge High School project, immigration clinics, law and state government fellows, pro bono program, and civil and disability clinic, all of which totaled \$74,100 in 2014; the School of Health and Rehabilitation Science, which invests funds to support community engagement; the Division of Student Affairs, which allocated \$45,709.27 in external funding in 2014 to support cultural heritage dinners (MLK; Cesar Chavez; and Asian Heritage); the School of Nursing, which offers the Schweitzer Fellowship Program (\$25,000 per year for the past 3 years) the Simulation Center funding (\$300,000 per year) for clinical outreach to the community; the School of Social Work, where students spent approximately 390,000 hours annually in social services agencies performing community engagement work; University Library places a value of \$15,860 in 2014 on librarian time spent on community engagement activities in support of the Digital Scholarship Outreach Librarian; finally, the [School of Physical Education and Tourism Management](#) operates a Super Bowl legacy project on the near eastside of Indianapolis that promotes health and wellness and involves students and faculty in direct investment of time in the community.

Documentation and Assessment

3.a. Systematic Tracking and Documentation

Q: 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.

The tracking and documentation of community engagement occurs at multiple levels across the institution (i.e., campus-level, school and unit reports, faculty annual reports). There have been a number of significant changes since our initial classification. Each annual report submitted by Deans and Directors of campus units (e.g., CSL, Solution Center) are used for the annual budget hearings before campus administration and faculty leadership. This data is maintained and compiled by the Office of Institutional Effectiveness. The data is used to create an annual campus [Performance Report](#), which is distributed in print form to community stakeholders and also published on the web. Evidence for each [Performance Indicator](#) is evaluated and rated by a faculty/staff committee who review the

data and give a red, yellow, or green indicator for performance. This information is also used in reaccreditation and for external awards (e.g., Carnegie Classification, Presidential Honor Roll).

A significant change occurred with the introduction of the [RISE to the Challenge Initiative](#) in 2009. Faculty are now responsible for providing the Registrar with a “tag” for each Service learning course that meets the criteria for notation on undergraduate student transcripts. This tagging as well as other course information is used by the CSL to increase understanding of curricular engagement. In 2010, CSL developed an online Service Learning Course Inventory that pulls course information from the Registrar’s system. Instructors are asked to verify and provide a range of information about courses (i.e., service hours, names of community partners, area of need addressed). CSL uses this information to inform and set priorities for faculty development. CSL also creates an [Annual Report and School Reports](#) for each Dean to report on service learning classes and the estimated economic value of engagement. The Chancellor includes this data in every [state of the campus address](#). Additionally, this data is now used for scholarship and research.

All tenured and tenure track faculty are responsible for completing an online Faculty Annual Report (FAR). Beginning in 2009-10, a change and new reporting measure was introduced to the FAR. Faculty can now indicate if a specific activity, across teaching, research, or service, is a civic engagement activity. This is done by clicking a radial button for “civic engagement”. There is a comment section as well for faculty to report on civic engagement activities. Additionally, faculty can now indicate if they teach a service learning course through the FAR.

In terms of improving tracking mechanisms, there is a need to improve how information is gathered in the FAR. Currently the radial button for “civic engagement” exists but there is no definition provided and no feedback loop for those who report such activities. There is also a need for a campus community partner relational database. Currently information on community partners is highly decentralized, with many units trying to track names, organizational focus, and outcomes. This type of relational database would improve the monitoring and assessment of impact of community engagement.

3.b. Mechanisms for Assessment and Measurement

Q: 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.

Mechanisms used for assessment and measurement of the impact of community engagement are found at various levels of the institution. The systematic campus-wide approach is best illustrated in the [Performance Reports and the Institutional Portfolio](#). In addition, the Office of Institutional Effectiveness (formerly Office of Institution Management and Institutional Research, IMIR) routinely conducts surveys (e.g, Student Satisfaction, NSSE, Alumni, Faculty) and questions related to community engagement are analyzed and reported at the campus level. The campus Program Review and Assessment Committee (PRAC) is charged with establishing guidelines for comprehensive program review and for providing guidance for student outcomes assessment. Each School is expected to

complete and annual PRAC report and conduct a formal program review every five years (which includes questions about civic engagement and the review team must include at least one community member). The Office of Institutional Effectiveness uses the program review and PRAC reports to develop an annual campus assessment report. The degree to which community engagement is included in PRAC reports varies by School.

Since 2006, significant research has been conducted by the CSL focused on the construct of “Civic-Minded Graduate” (CMG). CSL staff have articulated, defined, assessed, and measured student learning outcomes in both curricular and co-curricular programs. A number of tools have been created and validated through research to evaluate “civic-mindedness” (e.g., CMG Scale, CMG Narrative and Rubric, CMG Interview Protocol). In addition, Dr. Hatcher was invited to serve on the national team of faculty facilitated by the Association of American College & Universities VALUE initiative to create the *Civic Engagement Rubric*. Involvement in this national initiative contributed to creating the CMG Rubric. CSL uses the CMG construct and measurement tools for program design and improvement, assessment and measurement, scholarship and research, as well as when consulting with faculty and staff. Consultations include how to use the CMG construct for articulating civic learning objectives, implementing course/curriculum/program design, and assessing outcomes.

The SC focuses primarily on community engagement through creating internships, supporting engaged-research, and funding community partners and faculty through the *Venture Fund*. Since 2006, the SC has tracked student experiential learning activities (e.g., internships, co-op) and all types of activities with community members (i.e., funded and unfunded projects, connections/meetings). Evaluations and impact studies indicate that students develop professional skills, practical knowledge and work values during their internships and build networks that they can use in their professional life. Students also report these experiences help them define their vocational interests, and increase their engagement with the community. This information is used for grant reporting.

There is a need to gather data on community impact in a more systematic way. For example, coming to agreement on ways to categorize areas of impact using a Community Capitals Framework or implementing a collective impact approach through agreed upon outcome measures would increase the campus’ ability to demonstrate impact beyond the baseline information on estimated economic value of service hours which is currently the only common measure of impact reported.

3.c. Current Findings from Assessment and Measurement

Q: 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?

Evidence from Faculty and Staff Surveys indicate institutional change since 2006 as documented in the [Higher Learning Commission Accreditation Report](#). Faculty attitudes regarding civic engagement reflect changes in the percentage that agree or strongly agreed with: (a) *devoting professional or academic experience to the community is valued highly in my department or program* (2005 – 61% compared to 70% in 2009);

(b) *there is a high level of commitment on the campus to civic engagement as an integral part of the IUPUI culture* (2005 - 55% compared to 75% in 2009);

(c) *there is a high level of commitment in my department or program to promote the civic engagement of faculty* (2005 – 41% compared to 66% in 2009).

Results from the *Student Survey* indicate (a) an increase in satisfaction regarding *opportunities to participate in community service* (2005 mean 58.50 compared to 66.75 in 2010); and (b) an increase in the importance of *opportunities to participate in community service* (2005 mean 64.50 compared to 71.00 in 2010). Results from campus NSSE data indicate (a) an increase in percentage of first-year students and seniors having done *community service or volunteer work* during the current academic year (first-years 2006 mean 47% compared to 55.8% in 2010; seniors 2006 mean 52% compared to 63.7% in 2010) and (b) an increase in both first-year students and seniors in *participation in a community-based project (e.g., service learning) as a part of a regular course* (first-years 2006 mean 21.67 compared to 25.33 in 2009; seniors 2006 mean 23.33 compared to 27.33 in 2009).

Results from the *CRS* indicate changes at the school level. Deans were asked to respond to the follow questions in 2006 and 2013 and findings are reported in Appendix D, Table 2 : *There are a number of ways to support the development of civic-minded graduates and professionals. Please indication to what extent your School supports the following types of programs/activities* (i.e., 1=not evident at this time, 2=somewhat evident, 3=clearly evident, 4=yes, very prominent).

Item	2006	2013	Diff.
Developing civic-minded graduates and professionals is a priority for our School.	2.62	3.38	0.76
Faculty articulate to students the public purposes of their profession or disciplines.	1.88	3.31	1.43
Classes include explicit discussions of the role of civic-minded professionals and citizens.	1.88	3.19	1.31
An ethic of service is well-integrated into the curriculum.	1.75	3.50	1.74
Community involvement of faculty/staff is well-communicated to students.	1.63	2.88	1.25
Student leadership in community problem solving is supported by programs and faculty.	1.50	2.81	1.31
Prof. accrediting standards expect attention to developing civic-minded graduates.	1.75	2.93	1.18
Advisory board emphasizes the importance of developing civic-minded graduates.	1.88	2.63	0.75

Current findings from assessment and measurement of CSL and the SC are new since the last classification. These are different from prior findings as they focus on evaluation of student learning outcomes (i.e., civic-mindedness, professional preparation, community engagement) rather than simply reporting the number of service hours.

Q: Describe one key finding from current data and indicate how you arrived at this finding:

In terms of impact on students in programs coordinated through the CSL, evidence gathered each year since 2006 indicates that participation in service learning courses, service-based scholarship programs, and episodic volunteer experience (e.g., Dr. Martin Luther King, Jr Day of Service, Cesar Chavez Day of Service) contributes to student gains in civic-mindedness. Our research indicates that student participation in service learning courses correlates with higher gains in civic-mindedness as measured by the

Civic-Minded Graduate scale. We arrived at this finding by conducting a research study, funded in part by a Bridging Theory to Practice grant, which is described in the article by [Steinberg, K, Hatcher, J. A., & Bringle, R. G. \(2011\). A north star: Civic-Minded graduate. *Michigan Journal of Community Service Learning*, 19-33](#). This article is also available through an open education resource site through the IUPUI University Library.

Q: Describe one key finding from current data and indicate how you arrived at this finding:

In terms of impact on faculty, based on analysis of data from the 2011-12 IUPUI Service-Scholars end-of-year survey, faculty and staff play an important role in developing the civic-mindedness of students. We arrived at this finding through the dissertation research conducted by Kristin Norris, Assessment Director in the CSL. Service-scholars who reported having a civic mentor also reported higher gains in civic-mindedness than those who did not have a civic mentor. Three dimensions of the civic mentoring relationship were further evaluated (i.e., closeness, interactions, civic-mindedness of the mentor) to determine the extent to which characteristics of a civic mentoring relationship contribute to student development of civic-mindedness. This finding has important implications for faculty and staff development programs.

Q: Describe one key finding from current data and indicate how you arrived at this finding:

In terms of impact on community, a recent survey to measure the SC community impact showed that 93 percent of partner organizations participating in *Venture Fund* projects believe that their participation in engagements with the SC is beneficial to them. Specifically, 92 percent responded that the experience has enabled them to better meet their goals; 77 percent thought that internships and projects brought a creative perspective into their organizations; and 73 percent believed that partnering with the SC improved their productivity. Similarly, 67 percent of these organizations agreed that IUPUI interns, project participants and/or researchers enabled them to serve a greater number of clients or customers, and 68 percent considered that these engagements supported their plans to develop new programs, processes or services. In general, 95 percent of the surveyed organizations agreed that their organizations improved because of their participation in Venture Funded projects, and 50 percent answered that that their participation would eventually lead their organization to more business.

Q: Describe one key finding from current data and indicate how you arrived at this finding:

In terms of impact on the institution, this is best represented by the information reported above and the successful reaffirmation process of the [Higher Learning Commission in 2012](#). The review team praised IUPUI for our commitment and leadership in civic engagement indicating that civic engagement was mentioned in

every conversation they had with constituents across campus.

Professional Development:

4. Professional Development Support

Q: 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 has the content, program, approaches, or audience changed since the last Carnegie classification? What have been the results?

Since 2006, four patterns describe the trends in professional development. These include decreases in funding through the CSL, increases in partnerships between CSL with academic units, and attention focused on developmental pathways for faculty. CSL programs and offerings can be divided into three basic groups (<http://csl.iupui.edu/doc/profdevprograms/Prof%20Dev%20OfferingsExamples.xlsx>) including those focused on: (1) offering support (e.g., grants, scholarships, summer stipends, consultations, books and materials), (2) promoting faculty/staff learning and capacity building, and (3) brokering relationships and connections between faculty/staff and community groups.

Since 1999, CSL received three sources of competitive internal funding grants through (a) *Strategic Directions*, (b) *Commitment to Excellence*, and (c) *Signature Center* funds. In 2006, CSL managed \$150,000 of internal funds designated for faculty and staff development and awarded \$275,000 of campus scholarships through the Sam H. Jones Service Learning Assistants program.

In 2006, CSL had significant funding from *Commitment to Excellence* funding for multi-year programs to work with faculty and departments. Examples include the [Faculty Community Fellows](#), [Boyer Scholars](#), [Service Learning Faculty Fellows](#), [Senior Scholars](#), [Faculty Liaisons](#) and several iterations of [Engaged Department Grants](#) (See Appendix E for links). CSL's approach is distinctive from that taken by the SC. The SC's grant support to faculty, staff and communities has been predominantly through external grant funding provided by the [Lilly Endowment](#) and support from the [JP Morgan Chase Foundation](#). [Internal tracking indicates](#) that faculty solicit support from multiple campus units to support their engaged teaching and research.

A decline in state funding has resulted in budget cuts campus-wide. Currently, the CSL annually allocates \$40,000 to professional development in addition to the \$240,000 Service Learning Assistant Scholarship program. As a result, the strategy has changed. Since 2007, notable campus collaborations between the CSL and other academic support units have emerged. These include partnerships with (a) University College on Themed Learning Communities, (b) collaboration with Office of International Affairs to offer [ISL course development grants](#) and an International Service Learning Teaching and Learning Circle to improve practice, (c) joint workshops for graduate students through [Preparing Future Faculty and Professionals](#), and (d) partnering with the Center for Teaching and Learning on [digital storytelling](#) as critical reflection [workshop series](#) and [dissemination of scholarly teaching](#). One shift was to consider funding strategies that alone or combined with other campus sources would encourage scholarly work and dissemination associated with service learning and community-university partnership outcomes.

In 2012, the CSL initiated a [dissemination grant program](#) to offset the costs of presenting at national conferences. CSL has also moved to a rotating schedule in its offering of programs, including course development grants and Boyer Scholars. Targeted use of Faculty Liaison funding, [block grants](#) and use of [Service Learning Assistant Scholarships](#) have been essential to departmental collaborations. This approach

provided internal match to assist in establishing a [Binational/Cross Cultural Health Enhancement Center Signature Center](#).

Faculty Roles and Rewards

5. Recruitment Strategies for Faculty with Expertise in Community Engagement

Q: 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?

Yes

Search and Recruitment Practices:

Situated as we are in downtown Indianapolis, at the literal and figurative center of the state's professional, industrial, economic, cultural, political and intellectual gravities, our campus is uniquely responsive to the rapidly evolving needs of our community, and the opportunities for teaching, research and service that these catalyze. We are not merely engaged in our community, we are immersed in it and defined by it – as we aspire to help define it. IUPUI will always recruit and hire, and ultimately reward through our tenure and promotion processes, faculty who demonstrate the capacity and commitment to be productive citizens of the academy and the community.

In any given year, well over 100 faculty searches are conducted by the schools and departments of IUPUI. In searches for lecturer, clinical and tenure-track positions, candidates are advised that civic engagement is an integral part of the institutional mission, values and scholarly culture of our campus. That culture is explained in the context of our self-definition as an urban research university, meaning that all forms of academic work (teaching, research and service) may, and generally should, be informed by our urban context. Position descriptions focus on the required disciplinary and professional expertise for each search, yet inevitably these postings emphasize IUPUI's mission of civic engagement.

Our health and medical schools and departments, comprising over half the campus with nearly two-thirds of the open positions, form the foundation of our self-identification as the state's life sciences campus. They directly serve the community through our network of university-affiliated hospitals, clinics and community-based health agencies. Particularly for clinical appointments, approximately half of the medical positions, a high degree of civic engagement as patient service is a fundamental part of all positions, and hiring practices reflect this.

In non-medical disciplines, hiring practices emphasize a commitment to civic engagement in proportion to each discipline's roots in community experience and its goals for translational research and application. This proportion is high across a broad disciplinary spectrum. For example, the Motorsports Engineering program in the School of Engineering and Technology required candidates who can lead projects directly engaged with our city's motorsports industry. The Herron School of Art and Design advertised for a "Public Scholar of Design" responsible to "develop collaborative opportunities with community partners and institutions..." In the School of

Liberal Arts, the Communication Studies department advertised for a professorship in health communications, emphasizing that, “Opportunities for partnerships and collaborations abound in the 5 (university-affiliated) hospitals and many Centers dedicated to the advancement of health issues.” There are a number of [faculty appointments](#) in Museum Studies. In addition, there is a mechanism in place for appointments through [Academic Affairs](#) of community members or professionals external to campus (e.g., Community Scholar, Community Associate, Visiting Community Associate) that recognize civic engagement.

6. Changes in Institutional Policies for Promotion and Tenure

Q: 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?

Since 2006, there have been progressive changes in the [campus promotion and tenure guidelines](#) that recognize and reward civic engagement activities, service learning and campus initiatives such as RISE (research, international, service learning and experiential learning courses) and TRIP (translating research into practice). IUPUI is the nation’s first translational campus in which research that can meet the immediate or future needs of the community is a stated value. Table 3 found in Appendix F compares the changes made in the campus promotion and tenure guidelines since 2006 to profile and recognize civically engaged teaching, research and service.

Promotion and Tenure Guidelines	Service Learning Courses	Civic Engagement	Translating Research into Practice (TRIP)	RISE Courses
2006-2007	pp. 10, 19	Not mentioned	Not mentioned	Not mentioned
2007-2008	pp. 7, 20, 33, 34	Not mentioned	Not mentioned	Not mentioned
2008-2009	pp. 12, 17, 21, 26, 27	p. 21	p. 23	Not mentioned
2009-2010	pp. 14, 21, 25, 27, 30, 31	p. 25	p. 27	p. 27
2010-2011	pp. 16, 24, 29, 31, 34, 35	p. 29	p. 31	p. 31
2011-2012	pp. 17, 25, 30, 33, 35, 37	p. 30	p. 32	p. 33
2012-2013	pp. 18, 26, 31, 34, 37, 38	p. 31	p. 33	p. 34

IUPUI rewards Excellence in Service for promotion and tenure, parallel to the areas of Excellence in Teaching and Excellence in Research/Creative Activity. [Documenting Service @ IU](#) criteria approved by the IU Faculty Council, and these criteria are now integrated into the campus guidelines for documenting Excellence in Service. Since 2006, faculty approved for promotion or tenure in the service category represents more than one-fourth of the total for each academic year, with 27% of faculty approved for promotion and tenure on the basis of Excellence in Service during the 2012-13 academic year.

7. Definition of Community-Engaged Scholarly Work

Q: Is there and institution ---wide definition of faculty scholarly work that uses community ---

engaged approaches and methods?

No

Although civic engagement is defined by the campus (i.e., “active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission”), and is valued as an integrated aspect of the campus mission, and is included in various ways in the promotion and tenure guidelines, there is currently not an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods at the campus-level. Also lacking at the campus level is guidelines for evaluating community-engaged scholarly work that falls outside of the traditional boundaries of refereed publications.

The campus definition of civic engagement indicates that civic engagement encompasses teaching, research, and service including patient and client services in and with the community. There is an institutional definition of service learning (<http://csl.iupui.edu/about/campus-reports/index.shtml>), and an institutional definition of translational research (<http://trip.iupui.edu/Concrete5/articles/>) and references to these types of teaching and research are explicitly included in promotion and tenure guidelines. The campus level [Indiana University-Purdue University Indianapolis Chief Academic Officer’s Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers 2013-2014](#) address community engagement with the most specificity under “Institutional Values,” on pages 32-33. Sample excerpts that reference civic engagement and scholarly work from the current promotion and tenure guidelines are listed below:

Institutional Values - Civic Engagement, p. 32

- As an urban research university, IUPUI has a committed relationship to the local, state, and global community.
- Civic engagement is consequently a significant part of our mission and our intellectual activity.
- Faculty work that contributes to our role as a civically engaged institution, including participation in service learning projects and mentored internships is highly valued and should be acknowledged and rewarded in the review process.

8. Institution Level Policies for Promotion and Tenure:

Q: 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?

YES

Institutional policies for promotion and tenure begin at the departmental/school level. Many professional schools require that faculty dossiers demonstrate professional competencies that

emphasize community competencies and engagement. The decentralized nature of the campus requires that campus guidelines are broad enough to accommodate the wide spectrum of disciplinary and professional standards for excellence, yet specific enough to ensure a fair and consistent review process across the disciplines. As a core campus of Indiana University, all promotion and tenure guidelines must also align with IU system guidelines. Any faculty member appointed through IUPUI including faculty in the Purdue School(s) of Engineering & Technology and Science, proceed through the IU system for promotion and tenure.

Faculty members must present evidence of impact for their case for excellence in teaching, research, or service. These institutional policies are not unique for community engaged approaches. Faculty must use a common campus format for the Curriculum Vitae submitted for promotion and tenure review or for campus awards. The campus CV template includes awards and information related to the three categories of teaching, research/creative activity, and service. In addition to providing evidence of impact, faculty must also explain how their work aligns with both departmental/school guidelines and campus mission.

Due to the campus culture of civic engagement as an integrated and aspect of campus mission and institutional values, there are institutional level policies that reward faculty scholarly work that use community engaged approaches and methods. There are many examples of how civic engagement is evident in school-based guidelines. In addition, some schools and departments, such as the School of Liberal Arts and the Department of History have guidelines for tenure and promotion that address “applied research.”

IUPUI recognizes faculty excellence in civic engagement through several awards and recognitions. The campus nominates faculty for the [Indiana University Thomas Ehrlich Service Learning Award](#). Three faculty members from IUPUI have been recipients of this prestigious University award since 2006, and awardees are IU nominees for the national Ehrlich Award. Each year, a faculty member is recognized with the [Chancellor’s Faculty Award for Excellence in Civic Engagement](#). The faculty members receiving this award, which includes a significant monetary award of \$5,000 base-salary increase, exemplify high standards of civic engagement, professional service, or service learning, and have documented outstanding records of achievement and contribution through civic engagement. Since 2006, faculty members from eight different schools have been recipients of the Chancellors Award for CE, representing the breadth of civic engagement across the institution. In addition, faculty eligible for the highest campus-level faculty distinction, the Chancellor’s Professor Title, must have “a career-long record of high-level achievement in all three areas of faculty work (i.e., teaching, research/creative work, service) and a demonstrated commitment to the mission of the campus” which includes civic engagement.

9. Community Engagement

9.a. Community Engaged Teaching

Q: Is community enegement rewarded as one form of teaching and learning?

Yes

The campus level "[Indiana University-Purdue University Indianapolis Chief Academic Officer's Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers 2013-2014](#)" address community engagement as one form of teaching and learning in several areas that discuss teaching service learning courses. Sample excerpts that reference community-engaged teaching from the current promotion and tenure guidelines are listed below:

Documenting Teaching - Service Learning, p. 19

- Faculty who are using technology, problem-based learning, service learning, multicultural learning, study abroad, or other special approaches and tools to enhance student learning are especially encouraged to present these aspects of course design (even experimental use), and how they conform to or extend principles of good practice.

Institutional Values p. 35

RISE to the IUPUI Challenge

- Experiential learning plays a powerful role in engaging and retaining students, enhancing the likelihood of their persistence to graduation.
- Faculty who mentor students in undergraduate research, international, service learning and work-related experiential learning should have that work acknowledged and rewarded in the review process.

Documenting Teaching Performance p. 38

Section III: Statement contained in Evaluation of Teaching

- Details, on specific methods such as teaching with technology, use of PBL, service learning, or other innovative methods, inclusive teaching

Suggested Standards for Evaluating Teaching Performance p. 39

Course or Curricular Development

- Evidence of new course development or significant course revision (e.g., use of technology, service learning) presented with evidence on effectiveness

9.b. Community-Engaged Scholarship

Q: Is community engagement rewarded as one form of **scholarship**?

Yes

The campus level "[Indiana University-Purdue University Indianapolis Chief Academic Officer's Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers 2013-2014](#)" addresses community engagement as one form of scholarship in the following way:

Research and Creative Activity in the Urban Environment pg. 34

- Applied research or creative activity that integrates various applications into improved practices, is often as essential or as valuable as theoretical research.

- IUPUI has made interdisciplinary research a particular focus for its mission and its strategic objectives as a result of combining in one place the traditionally differentiated missions of Indiana University and Purdue University.
- As the state's only public metropolitan university, IUPUI has specific opportunities and responsibilities to engage in research that draws on and supports its urban environment."

9.c. Community-Engaged Service

Q: Is community engagement rewarded as one form of **service**?

Yes

Please describe and provide text from faculty handbook (or similar policy document):

The campus level *"Indiana University-Purdue University Indianapolis Chief Academic Officer's Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers 2013-2014"* address community engagement as one form of service in several areas. Sample excerpts from the current promotion and tenure guidelines are listed below:

Faculty: Documentation of Professional and University Service, p. 21

- Professional service, including professional service in the community and patient or client services, is characterized by those activities conducted on behalf of the University that apply the faculty member's and librarian's disciplinary expertise and professional knowledge of interrelated fields to issues in society.
- To be the basis for tenure or for advancement in rank, University and professional service must be directly linked to the unit and campus mission; the quality and impact of professional service must be evaluated within this context and must be assessed as academic work characterized by the following (<http://csl.iupui.edu/doc/documenting-service.pdf>):
 - command and application of relevant knowledge, skills, and technological expertise;
 - contributions to a body of knowledge;
 - imagination, creativity and innovation;
 - application of ethical standards; o achievement of intentional outcomes; and
 - evidence of impact.
- Peer review within IUPUI and by disciplinary or professional peers at other universities or public settings is an essential component for evaluating all aspects of professional service, as it is for teaching and research.
- Evaluations of effectiveness by clients, patients, and other recipients of or participants in professional service activities may be critically important as evidence that can be summarized and assessed by disciplinary peers. Evaluation of service impact may include outcome data for the population served, compliance with evidence-based practice guidelines, or comparative data from benchmark groups.
- Faculty claiming excellence in service, whose professional service consists primarily of patient or client service, must document how their work exceeds normative levels of

activity and quality and is, in fact, excellent because it represents exceptional outcomes that result in the faculty member being recognized as an expert in their field and brings prestige to the candidate, the primary/department and the unit/school. Such service based on exceptional care contributes to the knowledge base or demonstrates a level of proficiency that itself illuminates practice for others. In all cases, this work must:

- have impact beyond the direct recipient of the service; and
- be documented through appropriate publications or dissemination activities.
- Excellence in professional service ordinarily results in the dissemination of results and findings through appropriate publication, whether in print or electronic media. The journals, books, or web documents in which faculty publish the results of their service activities should be assessed and evaluated by department chairs (or deans) in the same manner as they are for research or teaching publications.

10. College and/or Department Level Policies

Q: 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?

Yes

- Which colleges/school and/or departments? List colleges or departments:
 - IU Kelley School of Business
 - IU School of Medicine
 - IU School of Dentistry
 - IU School of Education
 - IU School of Liberal Arts
 - IU School of Social Work
 - IU School of Public and Environmental Affairs
 - IU School of Physical Education and Tourism Management
- What percent of total colleges/school and/or departments at the institution is represented by the list above?

During the time period examined between 2006-2012, there were 16 degree granting schools which considered promotion and tenure guidelines. Two additional schools (i.e., Richard M. Fairbanks School of Public Health, Lilly Family School of Philanthropy) have recently been created and promotion and tenure guidelines were not available. A third school Library and Information Science was merged into Informatics to create the School of Informatics and Computing. The guidelines for these schools were considered as one school. Of the 16 schools considered, promotion and tenure guidelines were available for 15. Of these, eight schools included language about community-engaged methods and approaches for a total of 53%. Evidence gathered from the CRS indicated that in response to the following question: *Are there school/departmental level policies for promotion and tenure that specifically reward faculty scholarly work that uses*

community engage approaches and methods, 9 schools answered Yes, and two schools answered No.

Dentistry:

1. Demonstrate an emerging national reputation for contributions to the field through peer review by external evaluators.
2. Evidence of a reflective, scholarly approach to service activities and contribution.
3. Evidence of quality peer-reviewed publications in top tier journals with submission of 2 to 4 of the most significant publications in rank. Although quality is valued over quantity, a growing body of work must be demonstrated. Other forms of publication such as textbooks, book chapters, best practice guidelines or web documents provide additional evidence of scholarship in service. The majority of the publications should be first, senior or corresponding authorships. The combined body of published work in rank is expected at the approximate rate of 1 publication per year. Discussion of the impact of publications in the field and recognition of its quality is expected.
4. Evidence of peer-reviewed presentations or conference papers at national and/or international conferences, professional meetings or symposia.
5. Demonstrate the impact of service through invited presentations, adoption of approach by others, journal quality, and/or evidence of significant contributions to the knowledge base that has improved the work of others.
6. Evidence of high quality service outcomes documented by publication, presentation, treatment success or data that demonstrates the impact of the service.

Education:

B: 3: Service

This category includes all forms of professional service performed for the benefit of the University, the profession, and the public. The faculty of EDUC recognizes a continuous obligation to provide service to the University, the profession and the community through its talent, its technical competence, and its professional skills. Indeed, it is the case that increasingly greater demands for service are being made on the school as society's educational needs become ever more complex.

If a candidate for promotion and tenure seeks to demonstrate excellence or very good/highly satisfactory performance in service, the candidate normally makes a case for scholarship in service that includes peer-reviewed publications relevant to service. A case for quality in scholarship may be made by Page 6 of 12 highlighting and providing reasons for the value of these items in a complete list of the candidate's publications or products.

Physical Education Tourism Management:

Professional and University Service

The area of service is composed of two component parts: *Professional Service* and *University*

Service. Professional Service is characterized by activities that apply a faculty member's professional knowledge, skills, and disciplinary expertise to benefit others in a manner that is consistent with the mission of PETM and the university. The types of professional service will vary, but are generally defined as:

- Professional service to the Institution (e.g., Department, School, Campus, University);
- Professional service to the Profession or Discipline;
- Professional service to the Public (e.g. local, national, and international communities; clients; and/or patients).

... as stated in the Dean of the Faculties' Guidelines for Preparing and Reviewing Promotion and tenure Dossiers, "university service is required of all faculties , it should be understood that it is "professional service" that should constitute the bulk of evidence when excellence is sought.

11. Professional Development for Review of Dossiers

Q: 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?

Yes

Professional development is provided for faculty and administrators at all levels of review. The IUPUI Promotion and Tenure Committee is provided an annual orientation session by the Office of Academic Affairs and Faculty Appointments and Advancement. This orientation is delivered prior to initiation of the review process to highlight essential aspects of excellence in research, teaching, performance and service and the processes involved in the evaluation of candidate dossiers. Orientation is also provided for campus administrators through a [workshop](#) where [P&T guidelines](#) are presented to assist them in evaluating excellence in all areas, including service. The guidelines include detailed sections where the Department Chair (or Designee) responsibilities as well as the Dean (and Libraries Personnel Officer) responsibilities are presented. Finally, the Office of Academic Affairs and Faculty Appointments and Advancement maintains a website with links to resources including one to Suggested [Standards for Evaluating Professional Service](#).

Promotion and guidelines are reviewed annually with the intent to clarify, facilitate understanding, and guide candidates and reviewers in the P&T process at the department, school and campus level. At the close of the Campus P&T Committee deliberations in March, guidelines are reviewed and issues identified during the deliberative process are discussed. The Committee considers trends in grant funding that impact research productivity, team science, alternative dissemination outlets for scholarship, campus initiatives, as well as clarity of language when updating the guidelines. Once the revisions have been made and adopted, the guidelines are distributed to the schools and presented at the annual summer P&T Program for Administrators to review the guidelines and present the changes. In addition, guidance is provided to administrators as to their roles and responsibilities for shepherding faculty in the preparation and submission of effective dossiers for promotion and/or tenure.

12. Work in Progress to Revise Guidelines

Q: 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?

Yes

Describe the process and its current status:

Although current policies do exist, many lack sufficient detail to make explicit a clear path for the recognition of civic engagement and public scholarship through school or campus level promotion and tenure processes. Traditional language and metrics used for promotion and tenure and other recognitions creates disconnects between traditional scholarship and scholarship associated with civic engagement. This is evidenced, in part, by the following response to the *CRS* question: *In terms of promotion and tenure, are there any recommendations you have for ways the campus can further support faculty pathways and development as well as recognition related to engaged scholarship?*

“The campus should begin the process of changing the word ‘Service’ in P&T guidelines to the term ‘Civic Engagement and Service’ or ‘Engagement and Service.’ Although campus guidelines recognize the ‘Service’ must go beyond the basic academic ‘citizenship’ duties of serving on a few school committees, the idea of ‘service as community or civic engagement’ gets conceptual short shrift or, worse, is too often conflated with the idea of being a committee-junkie with no real scholarly agenda. If the institution were to decisively change the terminology of P&T and move the ideal of ‘engagement to the conceptual front, and let the idea of ‘service’ take a back seat and suffice to explain committee work and/or the occasional national-level engagement...the message to faculty and community would be loud and clear: Engagement is above and beyond traditional notions of service, and must be understood as the application of scholarly expertise to address the needs and opportunities of communities beyond our academic borders. Change the words and the concepts will change with them; change the concepts and the actions will follow.”

The Carnegie process has provided an opportunity to re-examine our progress as well as determine what yet needs to be done to move from an aspirational perspective to one in which civic engagement and public scholarship is embedded in our foundational policies and curricula campus-wide. The new strategic plan includes the following recommendations on revising P&T guidelines from three different Task Forces (i.e., Community Engagement, Research, Faculty Talent):

- Revise promotion and tenure guidelines to align faculty rewards with campus goals and improve faculty retention; develop rewards and incentives for faculty to participate in entrepreneurial and translational work, creative work, team scholarship, and public scholarship; and expand promotion and tenure committees’ understanding of ways to evaluate nontraditional forms of publication, creative work, and scholarship.
- Re-envision and re-articulate the roles of faculty and staff members in a contemporary, engaged urban institution. Define community engagement work across teaching, research

and service so that it can be explicitly captured and rewarded in Faculty Annual Reports, promotion and tenure guidelines, staff reward mechanisms/performance appraisals.

- Align promotion and tenure guidelines to a new and dynamic definition of faculty work that incorporates emerging technologies, recognizes the changing nature of research, and acknowledges the multi-faceted roles faculty will play in the future.

Student Roles and Recognition

13. Student Involvement in Community Service and Civic Engagement

Q: 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.

The Office of Community Service Civic Engagement (CSCE) offers many opportunities for students to volunteer and to lead. During 2012-2013, CSCE staff sponsored 70 one-time events, engaging over 2,000 students, faculty, and staff in 13,563 hours of service to 162 community partners. There are seven regularly-scheduled, one-time, large-scale community service opportunities as well as regularly-scheduled events where student leaders are responsible for many aspects of program design and implementation. Since 2006, 23 IUPUI students have written grants and received \$19,778 from Indiana Campus Compact. Student leadership is a signature of Alternative Break trips. Students identify a social issue, plan the trip, facilitate reflection, and recruit a faculty/staff co-leader.

Students interested in a leadership role can apply for one of the nation's largest service-based scholarship programs - SHJ Community Service Scholars. There are 9 different types of scholarships, and depending on program requirements, scholars design volunteer opportunities, attend workshops/trainings, gain leadership development, and network with faculty and community leaders. The program was created in 1994 to recognize service as a form of merit. A total of more than \$3.8 million in campus scholarship funds have been awarded to more than 1,825 Service Scholars.

One significant change since 2006 is that now virtually all undergraduate scholarships require service to the community. All Honors students are expected to contribute at least 7 hours of service each year, and all student athletes are actively engaged in service. During the 2012-2013 academic year, Honors Scholars volunteered over 6,084 hours at 227 different community organizations (see Appendix G, Table 4).

Student organizations within each school, as well as registered student organizations, fraternities, and sororities plan service activities. A full listing of student organizations and service projects was gathered through the CRS (see Appendix H, Table 5). In summary, over 26 student organizations on campus organized and led service projects that resulted in 1,412 students participating in 9,053 hours of service.

Student leadership in community engagement is recognized in a many ways. In addition to the SHJ, students can be nominated to apply for the Plater Medallion, an award program established in 2006 to recognize graduating students who have demonstrated exemplary commitment to our community. Recipients have engaged in a variety of activities demonstrating depth and diversity of commitment in serving their communities. Initially for undergraduates, the Plater Medallion now also recognizes graduate and doctoral students. In 2006, 10 students from 8 schools received the Plater Medallion; in 2014, 34 students from 13 schools will receive this recognition. Recipients and their families are honored with a reception at the [Robert G. Bringle Civic Engagement Showcase and Symposium](#) each April. Awardees may wear the medallion as a part of formal graduation ceremonies.

Many of the academic units offer numerous opportunities for recognition of Civic Engagement many of which are reported out in the Deans Report annually (see Appendix I). Beyond the SHJ program and the Plater Medallions administered at the campus level, several schools also recognize students for their engagement (see Appendix J, Table 6).

Supplemental Documentation

14. Community Engagement on Transcripts

Q: Is community engagement noted on student transcripts?

Yes

The campus does not have an official co-curricular transcript at this point in time, however students may use forms on the Office of Student Involvement website to [verify participation](#) in volunteer and engagement activities. Curricular-based community engagement is noted on student transcripts via the RISE to the Challenge initiative.

15. Community Engagement and Diversity

Q: Is community engagement connected with diversity and inclusion work (for students and faculty) on campus?

Yes, somewhat

For students, there are opportunities for connecting community engagement with diversity and inclusion work via the social-justice education of the Office of Student Involvement. Many of the community service projects discussed in Question 13 have components of diversity and inclusion education as a major goal of the program. Student participation in campus-wide days of service for underrepresented students is strong. For three of our largest days of service in 2012-2013, underrepresented students represented a greater percentage of the participating population when compared to the campus as a whole, which is 21.7 percent. Participation rates by underrepresented populations for those events are as follows: United Way Day of Caring – 26.8%, MLK Day of Service – 33.2%, Cesar Chavez Day of Service – 39.7%. In addition, the award-winning Democracy Plaza provides an opportunity for students to discuss current events both locally and globally that very often discuss issues of diversity and social justice. As both a student organization and a physical space on campus, Democracy Plaza has a mission “to support the

development of well-informed and engaged students through critical thinking and civil discourse on political, cultural, and societal issues through a social justice lens.”

In order to support underrepresented populations, IUPUI has several programs (e.g., [Nina Mason Pulliam Legacy Scholars](#), [Norman Brown Scholars](#)) designed to ensure their success. In addition to participating in academic success programs, students are also required to participate in at least 7 hours of community service each semester. Students are immersed in the community to embed a sense of civic-mindedness and leadership. Program effectiveness is demonstrated by the retention rates for students in these programs, which is better than 90%.

In 2013 IUPUI established the Office [for Intergroup Dialogue and Civil Community](#) in an effort to continually improve relationships and understanding among social identity groups on campus. Along with the [Office for Women](#), there is leadership and support in campus-wide efforts to foster and improve campus civility, collegiality, and civil discourse. However, for faculty and staff, community engagement has not yet begun to be connected to the diversity and inclusion work in systematic ways.

16. Student Retention and Civic Engagement

Q: Is community engagement connected to efforts aimed at student retention and success?

Yes

Generally speaking, yes, in that the IUPUI community believes retention is the business of every academic and support unit on campus. While the university has not yet directly linked community engagement to retention rates, overall [retention rates](#) have increased over time (64.6% in 2006, 70.5% in 2012), and in addition the campus-wide efforts toward integrating civic engagement and community service into a great deal of the work we do have increased exponentially since the original 2006 Carnegie application.

The desire to connect participation in community engagement to retention and success has been of significant importance for several units (i.e., Student Affairs, CSL, Center for Research & Learning) and is almost a reality. IUPUI has been creating a new Business Intelligence system that allows units from across campus (academic and co-curricular) to associate participation in programs with an individual student. This will connect to the campus Student Information System and will allow units from across campus to better understand how program participation leads to student retention and success.

I. Categories of Community Engagement

Curricular Engagement

1.a. Institution Wide Service Learning

Q: As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.

For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions.

We use the same campus-wide definition for service learning that was used in 2006. We define service learning as “a course or competency-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and (c) an enhanced sense of civic responsibility.” , which can be found at <http://csl.iupui.edu/about/campus-reports/index.shtml> .

1.b. Process for Service Learning Course Identification

Q: If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process, and if there have been changes in that process since the last application, please explain the changes.

There is not a formal process for identifying or approving a service learning course as part of a curriculum. Virtually all curriculum decisions are made at the school level through school-based curriculum committees. A notable change since 2009 is the ability for faculty and academic units to “tag” courses with RISE “S” designations for undergraduate courses or with Experiential Learning Notations (<http://registrar.iupui.edu/experiential-learning.html>) at the undergraduate or graduate level. The campus does not have a centralized committee/unit that manages or ensures fidelity of the use of the course “tagging” process either as part of the *RISE to the Challenge* initiative or through the application of Experiential Learning notations. While guidelines from Academic Affairs and the Registrar exist to inform interpretation of relevant policies associated with the designations, faculty and academic units interpret the guidelines and definitions based on internal school and departmental practices. As a result, there is variability and different understandings in how academic units use course tags to designate different types of courses, including service learning. The campus is hiring a RISE Director (.75 FTE; tenure-track faculty), and one of the key tasks of this faculty administrator will be to increase the fidelity of RISE designated courses, in collaboration with curriculum committees within each school.

- a. Kristin Fill in the data in the chart below using
- i. data from the most recent academic year (2012---2013)
 - ii. based on undergraduate FTE.

Number of SL courses	Change since 2006	% of total courses	% change since 2006
501	501-119= 382	10%	76% increase
# of departments represented	Change since 2006	% of total depts.	% change since 2006
18	18-15= 3	18/22= 82%	3/22= 13% increase
# of faculty	Change since 2006	% of total faculty	% change since 2006
195	195-101= 94	195/3178= 6%	94/3178= 3% increase
# of students	Change since 2006	% of total students	% change since 2006
9071	9071-2818= 6,253	9071/23,091= 39%	6253/23091= 27% increase

3. Data gathered and used

Q: Provide a description of how the data above is gathered and used (how is it compiled, who gathers it, how often, how is it used, etc.). Provide relevant links.

Each year, since 1994, the CSL has tracked the level of service learning courses at the undergraduate and graduate level and shared this information with the campus. Beginning in 2002, the *Chancellor’s Doubling Initiative* identified the number of service learning courses as the key indicator for civic engagement. As such, the number of service learning courses is updated annually on the Institutional Portfolio and in the CSL Annual Report (Appendix K). In 2006, gathering this information was done through emails and phone calls based on information from working with faculty and departments. More recently, in partnership with University College tech support, an online Service Learning Inventory database has been created to accomplish this important task. The SL Inventory connects to the Registrar’s system, and “S” designated undergraduate courses are automatically populated for faculty verification. CSL staff also adds service learning course information based on Service Learning Assistant awards and other information gleaned through consultations, curriculum development, and interactions with faculty at the graduate level. Course information (e.g., service hours, required/optional, community organizations, type of service contributed) is gathered on an annual basis and used for several reports, including the [Campus Performance Report](#). Additionally, when CSL staff consult with faculty and departments, they [compile data and use social network analysis tools to further describe patterns and trends in the curriculum and in community partnerships](#).

4. Campus-wide learning outcomes for engagement

Q: 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.

There are no campus-wide learning outcomes for curricular engagement and this gap is noted as an action step in the current strategic plan for community engagement (<http://strategicplan.iupui.edu/Strategic-Initiatives/Deepen-our-Commitment-to-Community-Engagement>). Since 2006, the CSL has articulated the knowledge, skills, and dispositions of civic-minded graduates (CMG) and civic-minded professionals (CMP) (<http://csl.iupui.edu/teaching-research/opportunities/civic-learning/graduate.shtml>) and these student learning outcomes inform CSL programs, assessment, and research. In addition, the CMG and CMP constructs are used in consultations with faculty and staff as they design service learning courses or programs to reach civic outcomes. There is a full-time Assessment Director within the CSL who consults with faculty and staff interested in designing and assessing the civic learning outcomes for their course or program. The SC assesses and measures student learning outcomes related to career planning and professional development that has occurred through internships.

The campus culture for assessment of undergraduate learning is framed by the IUPUI's Principles of Undergraduate Learning (PULs). Each faculty member is responsible for assessing undergraduate student learning through the PULs, and each academic program must articulate how the PULs are addressed in the curriculum. In addition, there are Principals of Graduate Learning (PGLs) that are beginning to inform graduate education. More recently, the Division of Student Affairs developed [Principles of Co-Curricular Learning](#) (PCLs) which include interpersonal and intrapersonal communication and development. Community engagement has alignment with many of these learning outcomes yet explicit ties have yet to be articulated and this is an area of future work. More information about campus-level assessment using the PULs is available on the [Institutional Portfolio](#).

5. Where is community engagement integrated into curricular activities?

Curricular Activity	Y/N	What has changed since 2006? Web link?
Research	Yes	The Center for Research and Learning promotes undergraduate research as a high impact practice. Since 2006, two new programs have been developed to focus on community-engaged research. The first is the Ideas Solving Social and Economic Challenges (ISSEC), a competition to reward IUPUI students for their innovative ideas to solve social and economic challenges facing the nation and the world. The emphasis of the competition is on providing answers to real-world problems, through new approaches, products, services, or ventures. ISSEC challenges IUPUI students--individuals or teams--to propose original

		<p>solutions to pressing social and economic challenges. One member of each team will have three minutes to present to judges their concept or solution. The time constraint of this “elevator pitch” format challenges the competitors to present themselves, and their idea, in a concise and persuasive manner. ISSEC is open to all IUPUI students (i.e. undergraduate, graduate, and professional), who are currently enrolled and in good standing. The Innovation to Enterprise Central (ITEC) is student-centered, multidisciplinary, active-learning initiative to provide opportunities for students to learn about research commercialization and develop entrepreneurial and business skills. Both of these research programs offer monetary prizes for student research teams. In the new Strategic Plan, additional campus resources are requested for student funding as well as student space in Hine Hall to house these two innovative research programs.</p> <p>http://www.crl.iupui.edu/programs/index.asp</p>
International Study Abroad	Yes	<p>The number of IUPUI students participating in study abroad continues to increase, yet still less than 400 undergraduates study abroad in any given year. The campus has just announced a commitment to increase the number of students in study abroad by 25% over the next five years. Since 2006, an important characteristic of study abroad on campus is international service learning. In 2011-2012, 35% of all study abroad courses had an ISL component. Through years of collaboration between CSL and Office of International Affairs, significant scholarship has emerged, including a ground breaking book on the topic: Bringle, R. G., Hatcher, J. A. and Jones, S. G. (Eds.) (2011). <i>International service learning: Conceptual frameworks and research</i>. Stylus, VA. Additionally, shared faculty development between the two organizations provides important support for faculty and staff about this teaching strategy.</p> <p>International service learning (ISL) is a course-based, credit-bearing educational experience in which students are supported in: (a) participating in an organized service activity that meets identified community needs in a location outside the United States, and (b) reflecting on this service activity to gain a deeper understanding of course content, the specific community with which they are working, cross-cultural issues, and an enhanced sense of their own global relationships and responsibilities.</p> <p>International service learning brings together two powerful educational experiences — study abroad and service learning. The IUPUI Study Abroad Office has identified ISL as an important means of helping students connect with their local host community when studying abroad. Through ISL, students step beyond their role as a student, tourist, or foreigner and begin to shape a role for themselves as a neighbor, partner, and friend. Through these deeper connections with their host community, students will learn more about their host country, their discipline, and themselves. See</p>
Experiential	Yes	<p>Since 2006, the SC has provided funding through the <i>Venture Fund</i> to</p>

Internships		community agencies to create internship positions and also works with faculty and academic units to recruit talented students to fill these internships using the iupuitalent.net resource site to assist community organizations in identifying and attracting candidates for positions from multiple schools, or to reach out to multi-disciplinary teams of students, from one central point of contact. The site and service is free and open to any employer, from large companies to small nonprofit organizations. Postings may include internships, full-time or part-time professional positions, or fellowship opportunities for IUPUI students and alumni. Positions posted on iupuitalent.net will be made available to all appropriate schools and programs. New as well is the assessment and measurement of both community and student learning outcomes, going beyond simply tracking of student hours contributed.
Honors Courses	Yes	Honors College - Energetic commitment to service is a hallmark of IUPUI Honors Scholars. Living and studying in a dynamic urban environment offers Honors Scholars unique opportunities to get involved and make a difference. Campus wide service events, volunteer service opportunities, service learning courses, and student service organizations create an environment at IUPUI which fosters and celebrates service. Honors College students (n=800) are required to complete at least 10 hours of service each academic year. In addition there are International Service Learning courses designed specifically for Honors College students (e.g., Swaziland and Costa Rica).

6. Integration in the Curriculum

Q: Where has community engagement been integrated into the curriculum at the institutional level?

Curriculum	Y/N	What has changed since 2006? Weblink?
Core Course	No	There is not a core curriculum at IUPUI. In 2013-14 a core curriculum was approved by IUPUI Faculty Council.
General Education	No	There is not a General Education curriculum at IUPUI per se. There are some examples across school in which service learning is a required component in each section of the introductory course (e.g., <i>Philanthropic Studies Giving and Volunteering in America</i> , <i>Education Examining Self as Teacher</i> , <i>Social Work</i> , <i>Introduction to Social Work</i>). In other schools, the service learning component in the introductory course is determined by the instructor (e.g., <i>Sociology</i> , <i>Psychology</i> , <i>Spanish</i> , <i>Criminal Justice</i> , <i>Museum Studies</i> , <i>Environmental Science</i> , <i>Communication Studies</i>).

First-Year Experience	Yes	University College is the entry door for all first-year students. The College provides advising services and a number of support services for first generation and nontraditional students. In addition, the College is responsible for two courses, each of which requires service learning. The first is UC110 <i>First Year Seminar</i> that involves 1,300 students annually in service learning. Many of these sections are also integrated into cross disciplinary Themed Learning Communities that have more intensive service learning components. Service learning is integrated into 35% the Themed Learning Communities. Current research underway by the CSL and University College indicates that there are multiple benefits of service learning in the first year. The second is UC 201-204 <i>Mentoring Course</i> in which all students are expected to be involved in service learning. Also, the School of Physical Education and Tourism Management requires the <i>Learning Community</i> to include a service learning component.
Capstone	Yes	There is not a requirement for a capstone course across all majors at IUPUI. Each department determines the curricular requirements for graduating seniors, and many but not all have capstone courses. Service learning is integrated into some capstone courses (e.g., School of Physical Education and Tourism Management, <i>Capstone</i> , School of Social Work, <i>Integrative Practicum Seminar</i> , School of Informatics and Computer Science, <i>Informatics for Social Change</i> , School of Science, <i>Psychology for Majors</i>).
Majors	Yes	Service learning is not required for majors per se at IUPUI. However there are examples of required service learning across the majors (e.g., School of Physical Education and Tourism Management, <i>Adapted Physical Education Motor Activity Clinic</i> , School of Health and Rehabilitation Sciences, <i>Service Learning in Geriatrics</i> ; IUPUC School of Business, <i>Internship</i> , Liberal Arts, <i>Intro to Women's Studies</i> ; School of Engineering and Technology, <i>Music Therapy</i> ; School of Social Work, <i>Introduction to Case Management</i> ; School of Education, <i>Field Experience</i> , School of Liberal Arts, <i>Museum Studies Collection Care and Management</i> , <i>Writing for the Web</i> , <i>Environmental Conservation</i>).
Graduate Studies	Yes	Service learning is increasingly evident in the graduate curriculum. For example, the School of Dentistry has

	<p>created a course that provides a curricular foundation for all international service learning experiences undertaken by the faculty and students in the SOD. The Fairbanks School of Public Health requires the <i>Public Health Internship</i> and <i>Internship in Public Health Management</i> that engage graduate students in community settings. The Herron School of Art and Design offers the <i>Design Methods: People-Centered Design Research</i> that annually involves graduate students in community-engaged projects. The School of Law offers curricular based <i>Externships</i> and <i>Clinics</i> that involve students in pro-bono service to the Indianapolis community. The School of Medicine offers many courses (e.g., <i>Care for the underserved, Taking care of the Hispanic Patient, Global Health Elective: Latin America</i>) that engage pre-professionals in community based settings both locally and abroad. The School of Health and Rehabilitation offers <i>Occupations of Adults and Older Adults, Health Promotion & Community Engagement</i>, and each require extensive contributions of students in community settings.</p>
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7. Scholarship of Teaching and Learning

Q: 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): 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.

The CSL supports scholarship on service learning and community engagement in a number of ways. Between 2005-11, CSL supported the Boyer Scholars Faculty Development program, a program designed to (a) strengthen faculty scholarship on service learning or community engagement; (b) increase understanding of current literature on service learning, theoretical constructs, and research and (c) support faculty development by advancing research, the scholarship of teaching and learning, and documenting community engagement for promotion or tenure in dossiers (<http://csl.iupui.edu/teaching-research/opportunities/boyer.shtml>). Based on the Boyer Scholar model, beginning in 2008, the CSL hosted the IUPUI Research Academy. Last year, the Research Academy hosted 56 faculty from 41 campuses across the country; and equally important the Research Academy involved 15 faculty and staff from IUPUI in presenting and facilitating roles. CSL tracks scholarship on service learning and community engagement. As indicated in the HLC report since 2002, 111 IUPUI faculty and staff have authored 155 journal articles, book chapters, and books on various topics associated with service learning. CSL staff routinely publish articles related to service learning, partnerships, and community engagement in higher education. In

addition, below are five IUPUI faculty members, and examples of their scholarly products from their disciplinary perspective:

Hyatt, S. & Shear, B. (2010). Universities and neoliberal models of urban development: Using ethnographic fieldwork to understand the ‘Death and Rebirth of North Central Philadelphia. *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, Special Issue, “Learning under neoliberalism,” Vol. 3(3):7-31, Winter. (Anthropology, School of Liberal Arts)

Littlepage, L. & Gazely, B. (2013). Examining service learning from the perspective of community organization capacity. In Clayton, P. H., Bringle, R. G. & Hatcher, J. A. (Eds.) ***Research on service learning: Conceptual frameworks and assessment, Volume 2B: Communities, institutions, and partnerships.*** Sterling VA: Stylus, (pp. 419-440). (Nonprofit Management, School of Public and Environmental Affairs)

Officer, S. A., Grim, J., **Medina, M. A.**, Bringle, R. G. & Foreman, A. (2013) Strengthening community schools through university partnerships, *Peabody Journal of Education*, 88:5, 564-577, DOI: [10.1080/0161956X.2013.835152](https://doi.org/10.1080/0161956X.2013.835152) (School of Education)

Sutton, S. (2011). Service learning as local learning: The importance of context. In Bringle, R. G., Hatcher, J. A. & Jones, S. G. (Eds). *International service learning: Conceptual frameworks and research.* Sterling VA: Stylus, (pp. 125-144). (Anthropology, Office of International Affairs)

Yoder K. M. (2006). A framework for service-learning in dental education. *Journal of Dental Education*, 70(2), 115-123. (Community Dentistry, School of Dentistry)

8. Overall Trends and Trajectory

Q: 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.

Since 2006, the overall trend in curricular engagement is the proliferation of various forms of community-engaged learning, including service learning. Some of this growth is due in part to concentrated efforts at the campus level to increase [undergraduate student retention, persistence and graduation](#). Many of these curricular interventions have targeted first year students (e.g. Themed Learning Communities, Summer Bridge, First Seminars and Gateway Courses). Specifically, there were 119 courses in 2006 compared to 501 in 2013 representing a 76% increase.

This increase also represents improved tracking and documentation. The penetration of service learning into all levels of the curriculum is evident in the recent statistics from the 2012-2013 Service Learning Course Inventory (Appendix L, Table 1). The Inventory captures a rich data set and positions the campus to increase understanding of community engaged teaching. Findings from the data can have implications related to faculty roles and workload, network analysis of community partnerships, and monitoring the institutionalization of community engagement at the school and campus level.

The CSL intentionally partners with other campus units to identify and implement shared goals for curriculum development. In partnership with University College, Themed Learning Communities (TLCs) has been a focus. TLCs bring together a first year success seminar with 2-4 introductory disciplinary courses organized around a core theme or issue. CSL facilitates workshops and designates curriculum development grants to TLC instructional teams. Student self-report data, collected by University College, indicate that community service and/or service learning are included in approximately 70% of IUPUI's 35+ TLCs (Appendix M, Figure 1). TLC students also report that they are frequently asked to apply course material to both understand and address community and social issues.

In partnership with the Office of International Affairs, international service learning (ISL) has been a focus. In an effort to make international study a viable option in terms of costs and scheduling, study abroad at IUPUI is characterized principally by short-term (< than four week) programs. International service learning (ISL) was intentionally integrated to immerse students more deeply into cultural settings through short-term study abroad courses. Of IUPUI's 65 overseas programs, more than 35% include service learning, the highest percentage of any IU campus. CSL routinely consults with faculty and sponsors faculty development programs (e.g., Service Learning Assistant Scholarships, ISL Teaching and Learning Circle) that build upon our scholarship in ISL.

As the campus looks to the future, the trajectory for curricular engagement will focus more explicitly on inter-professional education (IPE) and practice (IPP). This work will be supported

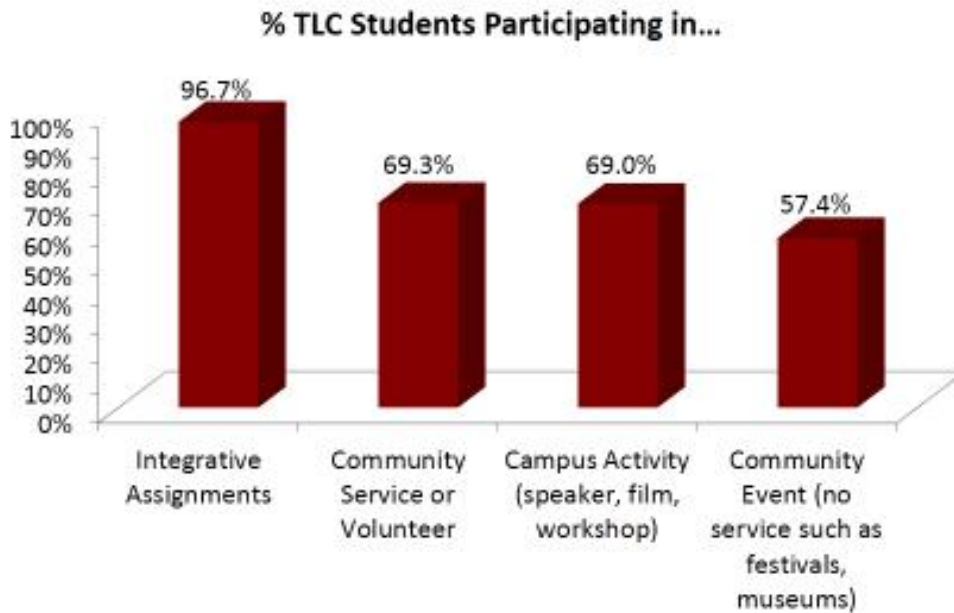
by CSL and faculty development programs will be designed in partnership with Schools and the Office of Graduate Affairs. This focus also aligns with the campus strategic plan. The recently established [Center for Interprofessional Health Education and Practice](#) builds on existing developments at the [School of Medicine Student Outreach Clinic](#). [The Civic Practice Law Clinic and University-Assisted Community](#) School Model implemented at GWCHS are other examples of where IPE and IPP can continue to grow through curricular engagement.

Table1. Descriptive Statistics for Service Learning Courses, 2012-2013 Service Learning Course Inventory.

Course Level	Section Count	Total Section Enrollment	Contributed Service Hours	Average Service Hours Contributed per Student
100	81	2,271	21,205	9
200	96	2,585	28,218	11
300	129	1,901	63,531	19
400	122	1,418	131,485	93
Graduate (500+)	73	896	33,208	37
Total	501	9,071	277,647	

Figure 1. Fall 2013 TLC Student Self-Report Data for Participation in "Engaging Experiences."
(Source: 2014 TLC Retreat Presentation on results from the TLC End of Course Survey, University College, Michelle Hansen and Lauren Chism].

Engaging Experiences



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

C. Outreach

1. Changes in Outreach Programs

Q: 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:

As a decentralized campus, each school has developed outreach programs to support community needs. The [CLN](#) in particular has as its mission to provide administrative leadership and support for campus programs attentive to adult, non-traditional age student degree completion and lifelong learning. The CLN offers college credit and continuing education classes in convenient off-campus centers located around the city and through Distance Education courses.

The biggest changes since 2006 are (1) a targeted focus on communities that offer high school diplomas, specifically in low income, racially diverse neighborhoods and (2) collaborating on dual diploma and career certificate programming. Outreach to more than 40 agencies has resulted in support for health and human services in elementary public community schools. And aided by the IUPUI Schools of Nursing, Social Work and Dentistry these agencies are collaborating to impact academic achievement and the well-being of children and families.

The Continuing Education Program (CE), part of the CLN, operates one of the largest continuing education programs in Indiana. Each year CE provides more than 600 continuing education classes and serves over 7,000 learners. With more than 17 programs, CE provides an access point for learners to take the first step in career development or the opportunity to take classes for personal enrichment. Students are able to take courses towards a General Studies Degree or non-credit bearing courses in business and management, computers and information systems, languages, and many more ([Course Offerings](#)).

In addition to the CLN, other schools have developed outreach programs. The following are a few examples.

The [School of Science offers programs](#) for K-12 students, teachers, and Future K-12 teachers. The goal of these programs is to foster the curiosity of young minds by developing programs and activities that explore science. These initiatives enhance teachers' professional development by helping them become subject matter experts and improve their materials and methods. The school also offers programs for K-12 students including summer research programs, conferences, fairs, and competitions. For students interested in pursuing a degree in science, the SPAN and Project [Lead the Way](#) have created pathways that assist with the transition to college.

[Center for Earth and Environmental Sciences \(CEES\) programs](#) are designed to raise awareness of opportunities for sustainable interactions with the environment by highlighting the sensitivities and interconnectedness of our natural surroundings and the importance they have for our well-being. The program engages students, faculty, and community in a variety of activities including professional workshops, service learning, and K-12 programs delivering science and math programming in urban schools.

The Office for Women partners with local organizations to create educational and informative events on issues that impact the lives of women and families. The office develops programs and co-sponsors events with community and governmental organizations that support the development of women to be successful and productive members of society. The office maintains memberships with national organizations and partners with organizations like the Indianapolis Junior League, NCAA Office of Inclusion, and the Society of Women Engineers.

2. Changes in Institutional Resources

Q: 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:

Since 2006, the campus has demonstrated a commitment to community outreach by leveraging institutional resources through sustainable and effective programs. The three examples demonstrate the following changes: (1) created units and processes that facilitate exchange of campus and community knowledge and resources; (2) supported initiatives that open access to resources through innovative technologies; (3) leveraged student funding and relationships to serve mutually beneficial campus and community interests.

In 2004 the Solution Center (SC) received grant funding with goals to increase connections between the campus and the community—one of the greatest challenges associated with community-engaged work. The SC then established the Community Venture Fund (VF) to provide grants to community partners to seed and expand community-university partnerships through internships, service projects, and research. After 2006, the SC turned its attention to the number and quality of community projects taking place in service-learning courses, as independent study projects, and through capstones.

In 2008, the SC was awarded a sustaining grant to re-launched the VF program with refined granting and reporting requirements for both students and community partners; hired a campus project coordinator; changed the VF model to require at least 50% matching funds from partners; and expanded external membership on the SC Advisory Board. In 2011, the SC received a \$75,000 grant to coordinate a large multi-disciplinary quality of life initiative in a challenged neighborhood of Indianapolis. See Appendix O for details regarding the impact of these funds.

The second is the [University Library Center for Digital Scholarship](#) (CDS), which creates and maintains online repositories of [current research](#), and hosts [online journals](#) developed by IUPUI faculty. Additionally, CDS supports life-long learning in the community by preserving and creating access to records that reflect the diverse history of Indiana. The CDS collections log more than half a million page views annually by users from 49 foreign countries. CDS librarians also teach digital object management, imparting a skill that makes IUPUI students more competitive in graduate school and professions. The CDS enriches the research capabilities of others by:

- Digitally disseminating scholarship, data, and artifacts created by IUPUI faculty, students, staff and community partners;
- Advocating for the rights of authors, fair use, and open access to information and publications;
- Implementing and promoting best-practices for creation, description, preservation, sharing, and reuse of digital scholarship, data, and artifacts;
- Strategically applying research-supporting technologies;
- Teaching digital literacy.

Lastly, IUPUI has utilized service-based scholarships and Community Work-Study (CWS) funding to support the needs of community. Each year, IUPUI exceeds the 7% minimum requirement, with community making up over 30% of FWS funds; over 250 students work in CWS jobs at 35-40 agencies. Approximately 9% of CWS funds are used to support free tutoring services for local community centers and schools. CWS is managed by the CSL which develops and maintains quality CWS partnerships and positions. As previously mentioned, the SHJ programs are another example of leveraging student funding to meet community identified needs while developing students as advocates for civic engagement.

Partnerships

3. Describe Partnerships

Q: Describe representative new and long---standing 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.

Fifteen representative long-standing and new partnerships, both institutional and departmental, in place our most recent academic year are featured in the II.B.3 Excel file Partnerships grid.

4. Reflection on Partnership Activity

Q: 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.

The featured partnerships illustrate a deepened emphasis on campus/community partnerships. For example, partnerships that existed in 2006 continue to play pivotal roles. Much of their success can be attributed to their ability to develop and maintain relationships. For example, in the *CRS*, the Dean stated “Herron is quite aware there are no “cookie-cutter” approaches to cultivating community engagement; each partner is different and each project is born of a unique set of circumstances and individuals.” Not surprising, the schools that maintained strong partnerships have dedicated institutional resources for the community-engaged work. For example, the School of PETM has since created 3 full-time staff positions bringing them to a total of 4 faculty/staff spending 2.25FTE on community-engaged activities.

Another interesting finding when comparing the two grids is that while education has always been a key focus, what is more apparent is support for the broader neighborhood development and engagement to enhance the quality of life. This change could be attributed to how resources have been leveraged since 2006. In 2008, CSL launched the Faculty Community Fellows and Community Partner Scholars programs leveraging \$50,000 in faculty development support and \$200,000 plus \$15,000 in community matching funds supporting IUPUI student scholarships. Five community-engaged faculty and 50 scholarship recipients were able to contribute expertise, skills, and talents in collaboration with neighborhood residents and organization representatives to implement quality of life strategies. The impact of this commitment to the broader community is also demonstrated by a recent MOU signed by the Chancellor supporting a renewed commitment to working with the neighborhood to achieve its many goals including a financial commitment from 5 schools.

And one last compelling finding from this reflection that was also apparent in the *CRS* responses, is a commitment to expand existing partnerships and the value in interdisciplinary collaboration. These types of relationships are mutually beneficial and have widespread impact. For example, the IUSOC collaboration now includes 7 professional schools and the neighborhood church. The educational value of inter-professional service learning is almost unparalleled. Students not only expand their knowledge of the subject area in which they are studying, but they also learn core principles of cultural sensitivity, leadership, interpersonal relations, and business practice through their interactions with others who approach the work from a different perspective. The impact this has had on the community is best illustrated by the geographic information system spatial analysis of hospital data from the Indiana Network for Patient Care, which demonstrated that the service area of the IUSOC had decreased utilization of IU Health emergency departments. This suggests a decrease in the number of costly visits to the emergency room for members of the community, either by preventing acute exacerbations of chronic illness or treating non-emergent acute conditions. This is further supported by the experience of the pastor, who has stopped transporting community members to the emergency room several times a month since the clinic has opened.

5. Deepen and Improve Partnerships

Q: 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?

Deepened and improved partnership is best illustrated using the three themes that emerged from the *CRS* responses. First, improved and more frequent use of MOUs between schools and community partners. For example, the School of PBHL stated that “previously many partnerships

were informal and focused on specific projects...there has been an emphasis on transforming informal partnerships into more formal MOUs that specify expectations and responsibilities of both the school and the community organization. This not only strengthens these partnerships, but also defines and clarifies the goals of the collaboration and insures reciprocity.”

A second theme was not only the creation of new positions to support the community engaged work (18.5FTE), but several examples of this at an administrative level (e.g., Associate Dean). For example, the School of PBHL, has appointed an Associate Dean of Practice to “form closer relationships with the community and aggressively facilitate interactions between faculty members and community partners (see Appendix N)”. Similarly, the School of INFO recently appointed an Associate Dean for Civic Engagement. The School of PETM has a full-time administrative position to coordinate the community-based PARCS program.

The third change in partnership practices is related to communication. For example, the School of EGTC partnered with their Industrial Advisory Board to identify areas where they can not only increase partnerships, but develop a template that illustrates the ways the school is able to partner with the community in order to provide additional clarity and understanding from the outset. The School of Medicine identified regular communication as being critical to their success as well. Leaders of the IU-Moi University Kenya partnership meet by phone weekly to review key issues and develop strategies as well as a monthly call with all North American and Kenyan leaders.

The CSL has continued to use a partnership approach in its programs, and has deepened partnerships in many ways since 2006. For example, with the Community Service Scholarship program, Scholars used to be responsible for identifying their own community organization that would be the host site, based primarily on the interests of the student. Now there are twenty priority partners identified, partners come to campus and interview Scholars, and a match system is used to better align student talents with community needs. In Alternative Break Service trips, a shift has occurred from placements to partnerships; with students groups now returning to the same organization each year. In the America Reads-America Counts program, community partner advisory committee and feedback has shifted the entire program design to better address the educational needs of schools, teachers, youth, and community organizations.

Our partnership work has been strengthened by scholarly activities as well. Network analysis using data from the SL Inventory has allowed visualization of patterns in complex data. We have a better understanding of the ties and relationships between people, flows of information and resources, and can identify strength and diversity of ties. CSL recently published a [Research Brief](#) and has presented at national conferences (Price & Scally, 2013).

- a. How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

6. Partnerships Assessed

Q: How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

Although a campus-wide strategy does not exist to monitor and assess partnerships and associated outcomes in a comprehensive manner, several units conduct their own assessments focused on improving partnerships. The CSL is a prime example as community partnerships are central to its mission. CSL recognizes that there are different types of partnerships, with different levels of intensity yet the goal remains that partnerships are equitable and mutually beneficial to the campus and community.

CSL staff (Price & Officer) have created a Collaborative Relationship Mapping strategy to work with faculty and staff on partnership development strategies. This strategy is based on the SOFAR model of five key partners in engagement: Students, Organizations, Faculty, Administrators, and Residents. The mapping exercise is used in faculty development, student orientations, and at the IUPUI Research Academy as a framework for structured reflection to assess and improve partnerships. The model will be introduced next month at the P-20 Council to improve networking and communication among partners.

Partnership assessment also occurs at the school level as indicated in the responses to the *CRS*. Some schools stated that partnership assessment was integrated into their formal program review process or as a standalone activity for program improvement (see Appendix A – PHBL & PHST). The School of PBHL stated that “The 2012-2013 annual review process revealed that 19 of 25 faculty members reported over 100 community and professional service activities external to IU.”

The CSL and SC survey their community partners. Our most recent results indicate that our partners believe the partnership is mutually beneficial and has enabled them to meet their goals (SC- 93%, CSL – 77%). The most common benefit noted was that students brought new energy and a creative perspective. Organizations also benefitted by saving money, improved productivity; making new connections, and that IUPUI student interns, project participants and/or researchers enabled them to service a greater number of clients or increase services offered. Partners reported that they enjoyed the opportunity to mentor and help students grow, and affirmed that they benefited from the flexibility to stretch budget dollars and provide additional staff to support their own projects. The most common challenges organizations encountered in partnering with IUPUI were demands upon staff time and students who did not perform as expected. This information is included in campus reports (see Appendix O for example) and shared with campus administration which includes the information in the Annual Report to the Community.

In response to these findings, CSL created the Community Partnership Task Force to respond to partnership and programming needs. The Task Force is planning a focus group with select partners for feedback on the partnerships and how to improve the relationships. The results will

assist the Task Force in creating and implementing assessment strategies for future evaluation.

7. Faculty Collaboration with Community on Scholarships

Q: 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.

Several units support faculty and community partnerships that result in scholarly products. Faculty members regularly produce scholarly products to address community problems and generate solutions that make a difference in everyday lives. There are numerous examples of technical and policy reports that come from various centers (e.g., POLIS Center, Center for Urban Policy, Center for Urban and Multicultural Education). The Signature Center Initiative in the Office of the VC for Research fosters the development of multi-disciplinary [research centers](#) that lead the way in world-class research and creative activities as well as community outreach.

The Center for Translating Research into Practice identifies translational scholars and builds networks to communicate findings both on campus and in the community. [Translational research](#) is interdisciplinary or cross-disciplinary research with the goal of making a difference in people's lives by taking knowledge generated from scientific inquiry or humanistic scholarship and transforming that knowledge into practice and solutions. The [Community Health Engagement Program](#) (CHEP) recognizes that scientific pursuits without input from community experts cannot adequately address or solve pressing societal health issues. CHEP seeks to provide better ways to conduct and disseminate research findings about health to Indiana's communities and citizens. CHEP values academia and community working together as equal partners to reduce health disparities and improve health outcomes.

The following are examples of faculty scholarship conducted with partners for community benefit to improve lives in communities and promote engagement through partnerships. For more details, see Appendix P.

Dr. Elizabeth Wood applies her research in the areas of learning and human development at the Children's Museum of Indianapolis. Her appointment as a Public Scholar is in part to review and translate current research in the field of Museum Studies for museum staff. Additionally, she and colleagues in her department have used the Collaborative Relationship Mapping tool and presented on its value in Museum Studies. An article on this work is forthcoming.

Helen Sanematsu specializes in bringing together people and projects in innovative and mutually

beneficial ways building infrastructure for rich and long lasting engagement between the community and campus. She developed Communicating Life in Our Community/ Comunicando la vida en nuestra comunidad, to start a bi-directional, mutually beneficial dialogue with the University.

Dr. Patricia Scott, the 2012 American Society for Transplantation Allied Health Research Award recipient, conducts research to increase the number of individuals who have access to information and health care services such that they can return to full meaningful participation in life post-transplant.

Dr. David G. Marrero, recipient of the Bantz-Petronio TRIP Award, conducts research on diabetes identification and management which has shown that improving risk factors depends upon tailoring disease management programs to specific populations to better address health disparities.

Dr. Jeff Wilson, through the Greenways research project, provides data regarding the use of public trails using infrared monitors in the most comprehensive trail monitoring system in the United States. Using models to estimate traffic on proposed trails, practitioners can design cost effective trails and estimate safety improvements.

8. Summary of Changes

Q: 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.

In terms of where we have been as a campus, in 2006 our strategic local partnerships were focused primarily on the Near West neighborhood. This was due to the proximity of the neighborhood, historic ties to the land now owned primarily by IUPUI, and the foundational work that emerged from the HUD Community Outreach Partnership Center work focused on education, health, and economic development. Many CSL programs focused on schools in the Near West, and this foundation set George Washington Community High School on the path to being recognized as a national model for University Assisted Community Schools.

In terms of where we are now, with civic engagement expressed all the more deeply through various units and schools, the campus is no longer focused solely on one local neighborhood. There are now strong ties in the Northeast neighborhood of Martindale-Brightwood. Under the leadership of the Community Learning Network, significant internal and external resources focus on education. Additionally, there are many campus partnerships in the Near Eastside community. The Solution Center secured external funds for The Legacy Center to create a bricks and mortar presence in the Near Eastside. The School of Physical Education and Tourism Management replicated it's successful PARCS program at this location. Over the past six years, the IU Student Outreach Clinic has built a firm foundation in the Near Eastside by providing pro bono services across multiple disciplines.

In terms of where we are strategically going, our goal is to focus more intently upon community development goals identified in neighborhood Quality of Life plans. This approach has been somewhat effective in the Near West, but has yet to be an approach adopted systematically at the campus level. In Indianapolis, each neighborhood organization is expected to have a 5-year Quality of Life plan used to track progress and to secure external funding around issues such as education, health and wellness, and economic development. In addition, we need to identify a common set of community indicators from the Quality of Life plans in each targeted neighborhood. These common indicators can be used to create an assessment framework to capture the collective impact of community engagement.

The civic engagement work of the campus extends from local to international. In terms of strategic partnerships, the IU-Moi University, Kenya is foundational in shaping the campus' approach to civic engagement internationally. This partnership continues to develop and become more complex over time involving a number of schools. It is described as "*the most comprehensive partnership anywhere on the African continent between an American and an indigenous educational institution*" by the US Ambassador to Kenya, Michael Ranneberger. Since 2006, Sun-Yat Sen University, China has been added as another strategic campus partner. The stellar example of the twenty-year [IU-Moi partnership](#) serves as a model for partnership development by securing public-private funding, integrating engagement with research and scholarship, solving crucial community problems, and learning from partners through mutual exchange and reciprocity. Our campus plans for internationalizing the curriculum highlight both global and local engagement.

II. Wrap---Up – Julie/Kristin/Stephen

1. Additional Changes

Q: (Optional) Please use this space to describe any addition changes since your last classification not captured in previous questions.

IUPUI was one of 12 campuses involved in creating the Carnegie Classification. Therefore our first classification was confirmed without completing every aspect of this framework. We may be missing some comparative data from our classification in 2006. Most evidence in this report was based on data gathered in 2012-13. One exception is the survey sent to each Dean, labeled in the narrative as *Carnegie Reclassification Survey (CRS)*, designed to capture change at the school level. The survey was used as a follow-up to a similar survey sent to Dean's in 2005-06 as baseline data.

There have been significant changes in the level of student co-curricular service at IUPUI since 2006. It is difficult to capture "culture" within this narrative, but by all means a student culture for service and engagement now permeates IUPUI. This is actually remarkable. Unlike many campuses who may have built service learning and engagement work off of a strong co-curricular volunteer tradition, IUPUI did not have this in our past. As a nonresidential campus, there was not a tradition of voluntary action. This framework does not highlight co-curricular service as a key indicator, but for a campus like ours

creating this culture of service among students has been an area of significant change. Last year, the campus was selected to be a part of [NASPA's LEAD](#) Initiative on Civic Learning and Democratic Engagement comprised of 73 member colleges and universities. Equally important is a broadening of CSL's scholarly work beyond service learning and civic engagement to now include understanding student civic outcomes in co-curricular service.

Another omission in the framework is a question related to the scholarly work and research of professional staff responsible for community engagement. Questions focused only on faculty scholarship and research, and while important this approach overlooks the contributions of professional staff. If a centralized unit, such as the Center for Service and Learning, is focused not only on program implementation but also on scholarship and research, this seems like an indicator of deeper engagement. However this question is not asked. In total, since 2006, the following twelve CSL staff have contributed to multiple presentations, created measurement tools related to CMG, conducted research, and written many peer-reviewed publications: Robert Bringle, Lorrie Brown, Jen Halford, Julie Hatcher, Steve Jones, Elizabeth Laux, Kristin Norris, Starla Officer, Mary Price, Kathy Steinberg, Morgan Studer, and Jarod Wilson. This represents an aspirational goal of CSL to remain a leader in the scholarship of engagement.

This also leads to the next suggestion, which is to be more inclusive by limiting usage of the term faculty. Results from our most recent Service Learning Inventory indicate that tenure or tenure-track faculty represent approximately 33% of service learning course instructors. A large percentage are professional staff, clinical faculty, associate faculty, or graduate students. There are implications of this for community engagement and recognizing it in the application may increase the awareness of this on other campuses.

2. *Suggestions and Comments*

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

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. Consent I

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. Consent II

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.

Yes