Campus Report:

Highlights from the Carnegie Engaged Campus Classification Application

Gail McGuire

Professor of Sociology and Director of the Carnegie Engaged Campus Task Force

July 15, 2019

Table of Contents

Overview

The purpose of this report is to provide an overview of our campus' application for the Carnegie Engaged Campus Classification, which was submitted in April 2019 and based primarily on activities from the 2017–2018 academic year. As you read the report, keep in mind Carnegie's definition of community engagement: "Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity."[1] The examples of community engagement provided in this report are not exhaustive; reducing an 87-page application required sacrificing a lot of content. Rather than describing all of the community engagement occurring, the intent of this report is to give readers a sense of the depth and breadth of IU South Bend's engagement with its communities.

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

Institutional Identity and Culture

University Mission and Vision

Community engagement is an integral part of IU South Bend's mission and vision. According to our mission statement:

> Indiana University South Bend is the comprehensive undergraduate and graduate regional campus of Indiana University that is committed to serving north central Indiana and southwestern Michigan. Its mission is to create, disseminate, preserve, and apply knowledge. The campus is committed to excellence in teaching, learning, research, and creative activity; to strong liberal arts and sciences programs and professional disciplines; to acclaimed programs in the arts and nursing/health professions; and to diversity, civic engagement, and a global perspective. IU South Bend supports student learning, access and success for a diverse residential and nonresidential student body that includes underrepresented and international students. The campus fosters student-faculty collaboration in research and learning. Committed to the economic development of its region and state, Indiana University South Bend meets the changing educational and research needs of the community and serves as a vibrant cultural resource.

Our vision statement (from our Strategic Plan) states:

> By 2020, Indiana University South Bend will be recognized as a premier regional, comprehensive master's institution

that is committed to exceptional teaching and scholarship, strong curricula and programs, and that values inquiry, creativity, and innovation at all levels. We will be a diverse, caring, and student-centered campus with a culture that inspires community engagement, good citizenship, and effective leadership.

Two of the nine objectives in our Strategic Plan relate to community engagement as well:

> IV. Increase high-impact educational practices including student research, learning communities, internships, service learning, international experiences, and other experiential learning opportunities.

> IX. Foster engagement of all campus constituents with our community, increase the use and visibility of resources we provide, and strengthen our reputation by improving our advancement efforts and through superior strategic marketing.

Indiana University's commitment to community engagement is evident in Blueprint 2.0, which outlines the strategic goals for the regional campuses. The fifth strategy in the Blueprint is "Engagement and Regional Development," which includes partnering with regional governments, schools, health care organizations, businesses, and others to address critical state and regional needs; conducting research directed to regional needs; and creating partnerships to support educational opportunities and regional development.

> **By 2020, Indiana University South Bend will be recognized as a premier regional, comprehensive master's institution that is committed to exceptional teaching and scholarship, strong curricula and programs, and that values inquiry, creativity, and innovation at all levels. We will be a diverse, caring, and student-centered campus with a culture that inspires community engagement, good citizenship, and effective leadership.**

Awards and Celebrations

Although IU South Bend does not have awards devoted solely to the topic, community engagement is recognized as a high impact practice and is used to demonstrate excellence in teaching. In addition, the Lundquist Award, the campus' highest faculty award, recognizes excellence in community service. Starting in the fall of 2019, the campus will launch an annual celebration of community engagement.

Communication

The institution has certain centers and academic units that feature community engagement in their marketing and communication. The College of Liberal Arts and Sciences' webpage, for instance, describes how the college encourages civic engagement and contributes to the well-being of the local community. It also has a "Community Resources" section

---

1. Carnegie views internships, student teaching, and clinicals as professional development rather than community engagement.

that includes information on finding an expert, getting an intern, partnering with a class, and finding public events and activities. The Raclin School of the Arts sends its Aspire magazine to 6,500 campus and community members each year. The 2018 edition featured the 50th anniversary of the South Bend Symphonic Choir and the 55th anniversary of our children's theater.

Institutional-Community Relations

We seek the community's input on our community engagement through advisory boards and surveys. For example, members of the Center for a Sustainable Future's Advisory Board shape the Center's strategic plan and nominate individuals for sustainability awards. The director, Krista Bailey, also gathers input from campus and community members at events. At the 2018 Earth Day Event, for example, participants were asked what the Center should be doing in the next 10 years; data from 100 participants shaped the goals in the Center's strategic plan. The School of Education's Advisory Board provides input on programs, assessment, and instruction. Board members also provide feedback on how the school assesses teacher candidates. Dental Education has used feedback from its advisory council to revise its curriculum and admissions procedures. Finally, the Theater Department surveys local teachers about their preferences for the annual children's theater production.

Earth Day participants providing input for the Center for a Sustainable Future's strategic plan

Infrastructure and Finance

Infrastructure for Community Engagement

IU South Bend has a decentralized infrastructure for community engagement consisting of multiple hubs that have distinct, but complementary, missions. All colleges and schools have some engagement effort. For example, the hubs in the College of Liberal Arts and Sciences include the Civil Rights Heritage Center, The Center for a Sustainable Future, and The American Democracy Project. There are numerous benefits of a decentralized, multi-hub community engagement infrastructure. First, it allows us to engage a large number and variety of constituencies; our bottom-up structure allows individuals to connect to community engagement through their specific interests and passions. Second, it enables us to be responsive to community needs and institutional priorities. For example, after a report came out about the high

2. Our campus budget is roughly $64,000,000.

suspension and detention rates of African Americans in the South Bend Community School Corporation, the Civil Rights Heritage Center helped to organize a forum on the school-to-prison pipeline. Finally, a decentralized approach allows for increased student engagement and leadership. For example, the Center for a Sustainable Future regularly has nine interns each semester and the American Democracy Project typically has up to seven interns each semester. By diffusing the responsibility for community engagement across the campus, our multi-hub model promotes a culture in which campus members see community engagement as their work rather than the responsibility of one center.

> **IU South Bend has a decentralized infrastructure for community engagement consisting of multiple hubs that have distinct, but complementary, missions.**

Financial Investment in Community Engagement

The campus spent about $430,000 on community engagement in 2017–2018; 49% of those expenditures were base-budgeted.[2] Funds were devoted to faculty development

> **Faculty secured about $68,000 in external funds to support engagement with the community.**

around community-engaged teaching, community outreach, health services for the community, community fundraisers, and community-engaged directors. The Director of the Civil Rights Heritage Center is the only full-time staff person devoted to community engagement, but community engagement is part of the job descriptions of other positions on campus. The community engagement librarian, the supervisor for the Wiekamp Educational Resource Commons, the outreach manager in the Arts, an administrative assistant in the School of Education, and an administrative assistant in Academic Affairs all have community engagement in their job descriptions.

Faculty have been very active in seeking external funds to support engagement with the community. In 2017–2018, they secured $67,822 in external grants. For example, Brendan Shea received a grant from the Community Foundation of St. Joseph County's Arts Everywhere Initiative for "Summer Chamber Orchestra Intensive," which gave high school and middle school students the opportunity to perform side-by-side with faculty and to receive one-on-one lessons. Jenny Deranek received a Scholarship of Engagement Grant from Indiana Campus Compact for "Restructuring Service Learning in Health Sciences."

> **Middle school students come to campus each year to compete in Battle of the Books, a reading competition.**

During the 2018–2019 academic year, Dean Brenda Phillips also distributed $27,000 in CLAS Campus and Community Grants to encourage community engagement in the College of Liberal Arts and Sciences.

In 2017–2018, the Development Office raised $5,895 for the Center for a Sustainable Future and the Civil Rights Heritage Center. It also raised about $21,000 for Women helping Women—a program that recognizes women students' volunteerism and leadership. Recipients select a non-profit to receive a $500 donation.

The campus indirectly invests its financial resources in the community through the free health, financial, and educational services it provides. For example, our dental program provided $34,125 in free treatment and supplies to the community in 2017–2018 and the Office of Financial Aid offered six FAFSA workshops and two College Goal Sunday events for college-bound students and their families.

Students at Gentle Dental Day for kids with special needs

The campus provided free space for community events as well. In 2017–2018, our campus hosted 42 community events and organizations, including the South Bend-Mishawaka Youth Leadership Program, Rotary World Affairs Conference, and the Michiana Diversity Leadership Institute. One popular annual event that we host is the South Bend Community School Corporation's Battle of the Books. In 2018, 152 middle-school students gathered in the Grill to participate in this reading competition.

Purchasing and Procurement Alignment with Community Engagement

The campus spent about $430,000 on community engagement in 2017–2018.

While our campus has a commitment to socially just and local vendors, all vendors are vetted by IU Central. Thus, an expressed preference for a local vendor might still be bid out by IU if the cost is perceived as too high. We work in a low bid environment, which does not always favor local vendors.

Our Sodexo manager is committed to using as many local farms and vendors as the company allows. In Fall 2018, for instance, he used five local farms for produce.

An ad-hoc Faculty Senate committee has begun working with the YWCA and Ivy Tech Community College to address the local need for affordable childcare. If space on campus and funding are secured, IU South Bend could open a childcare center in 2020, serving the campus and community.

Tracking Community Engagement

Our system for faculty annual reports, the Digital Measures Activity Insight (DMAI), gives faculty the option to note if any of their service, teaching and research activities involve civic engagement and if their teaching has a service-learning component. Indiana University also purchased the Collaboratory (a web-based platform that tracks community engaged activities) in 2017, but we have not used it. Since the DMAI was already in place, we elected to use this tool to track community engagement instead of the Collaboratory. The DMAI data have not been useful in tracking in community engagement, however, because of how the system defines community engagement; it gives users the option to click a "service learning component" and "civic engagement," but these are not terms we use (The Carnegie Engaged Task Force opted for "community-engaged teaching and research"). Also, the DMAI reports included a high percentage of activities that were not community engagement (e.g., having a community member as a guest speaker in a class). The Director of Assessment of Community Engagement at IUPUI as well as Senior Advisor for Regional Campus Affairs at IU recognized these problems with the DMAI and met with those responsible for maintaining it; they recommended that IU change the term "civic engagement" to "community engagement" and use the Carnegie definition of community engagement. Furthermore, if faculty checked the community engagement box on the DMAI, they would be prompted to supply additional information, such as the name of their community partner, the impact of the activity on students and the community, etc. This work is ongoing.

In 2017–2018, we added three items about community engagement to the campus' program assessment to gauge institutionalization across the campus:

1. Community engagement is recognized in our guidelines for promotion and tenure.

   a. Yes
   b. No

2. In what kinds of community engagement do members of your unit participate? Check all that apply.

   a. Service learning courses
   b. Internships
   c. Public service (e.g., community clinics, workshops for the community, community performances)
   d. Community-based research
   e. Other: _____

3. Please indicate the degree to which you agree or disagree with the following statement: Community engagement is integral to the mission of our department/unit.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

We participate in the National Survey of Student Engagement/High-Impact Practices, but have not yet used the results from it. These data would be useful in evaluating our progress on the objectives in our strategic plan, which include conducting a campus-wide audit of high-impact educational practices, creating a campus-wide system for tracking and reporting the number of students engaged in high-impact practices, increasing the number of courses that incorporate high-impact practices, and increasing the number of students who participate in high-impact practices.

The units that engage the most with the community document the number of people who participate in their programs/events. Our three CLAS centers record the number of people who participate in community events, the College of Health Sciences tracks the number of community members served by our Health and Wellness Center, and the School of the Arts tracks attendance at their events. These units use these data to apply for grants, to write grant reports, to determine programming, and to request internal funds.

Campus-Wide Assessment Mechanisms

We do not have campus-wide mechanisms to assess community engagement, but particular units do. All of the units that participate in community engagement assess it in some fashion, but a fair amount of this assessment occurs informally—through conversations and email exchanges with community partners. Below we describe the systematic assessments that exist on the campus and share some key findings on the outcomes and impacts of our community engagement.

Student and Faculty Outcomes and Impacts

We are in the early stages of systematically assessing the outcomes and impact of students' engagement with the community. We began providing professional development on assessing student outcomes and impacts in community-engaged courses in 2017 when we invited Indiana Campus Compact to hold an all-day workshop on the topic. Our Engaged Faculty Fellows Program devotes a session to assessing learning outcomes, and the Active Learning Institute on Community-Engaged Teaching, which took place this past spring, included a session on assessing community-engaged teaching. During a site visit to University Wisconsin-Parkside in Fall 2017, task force members were impressed by their mechanism for measuring student outcomes and impacts, so we plan to pilot their instruments and process in Fall 2019. The Director of the Carnegie Engaged Campus Task Force recently received an internal Assessment Grant to support this pilot project of the 18 courses (19 sections) that have been approved as community-engaged courses in Fall 2019.

We do not have the resources at this time to systematically assess the outcomes and impact of faculty's community engagement. Our campus is working to increase our retention and graduation rates, so assessment of community-engaged teaching on student learning and success is a central goal for us. We will begin working on assessment of faculty outcomes and impact after we have campus-wide assessment processes in place for student and community outcomes and impact.

Community Outcomes and Impacts

The School of Education and the Schurz Library have the strongest records on assessing community outcomes and impacts. For example, Hope Davis and the South Bend Community School Corporation (SBCSC) provided a three-week summer literacy camp for middle school students identified as struggling readers. The camp provided hands-on activities, field trips, and literacy-based opportunities for students to explore the community, and practical methods for improving reading comprehension. Based on a review of previous research on summer reading interventions for adolescents from low socioeconomic backgrounds, the researchers did not anticipate significant gains for the students, but had hoped to mitigate any potential summer reading loss. The results showed that not only did the students in the literacy camp not lose ground, their scores on reading comprehension increased.

The Wiekamp Educational Resource Center has also worked with the SBCSC on a math camp for children in grades 2 through 4. Campers participated in activities focused on basic operations, geometry and engineering. Assessment results suggest that the camp improved children's understanding of mathematical operations, applications, and concepts.

Institutional Outcomes and Impacts

> **The School of Education and the Schurz Library have the strongest records on assessing community outcomes and impacts.**

While we do not systematically assess the institutional outcomes and impact of our community engagement, we do assess a select number of programs and events. For example, in the summer of 2018, IU South Bend took over the administration of the Food for Thought community breakfasts. The University of Notre Dame had previously been responsible for the administrative labor for this event (sending out invitations, ordering food, etc.). Food for Thought is a collaborative effort of area academic institutions to provide opportunities for community agencies and organizations to connect with potential academic partners for shared problem solving and research. Survey results from the Fall 2018 breakfast showed that 98% of respondents made a new connection in the community and 79% discussed a potential shared project with another participant. These results indicate

that this informal networking event was doing what we intended, which was to encourage campus and community members to form connections and to collaborate on projects.

Campus-Wide Assessment Aimed at Advancing Institutional Community Engagement

Our process for assessing campus-wide community engagement in order to advance institutional community engagement began in Fall 2016 when the Carnegie Engaged Campus Task Force sent a survey to faculty and staff in the Office of Student Engagement and Success asking:

When you speak about community engagement in your unit, what terms do you use?

How often do faculty/staff in your unit discuss community engagement?

What are your unit's assets or strengths in regards to community engagement?

Members of the task force met with each of the units in Fall 2016 and Spring 2017 to discuss their survey results and to ask clarifying questions to better understand the landscape of community engagement on our campus. In Fall 2017, we visited the academic units to share the Carnegie definition of community engagement and gather feedback on the key characteristics of community-engaged courses. We returned to the units in Spring 2018 to share the new application for community-engaged courses. The task force sent a survey to all chairs, directors, and deans in Fall 2018 to ask how they integrated community engagement in their units and the director of the task force followed-up with chairs and deans to obtain specific examples. The three questions we added to program assessments in 2017–2018 reinforced what we

A Food for Thought Breakfast on Innovations on the West Side

learned from our unit meetings: there was a tremendous amount of community engagement happening across the campus and overwhelming support for this work.

Faculty and Staff

Professional Development Support

We offered our first workshop on community-based teaching in Fall 2015. Since then we organized two panel discussions on community-engaged teaching and invited Indiana Campus Compact to give an all-day workshop on assessing community engagement. This past spring, we organized a six-week Active Learning Institute on community-engaged teaching. Faculty who completed the Institute received a $1,000 stipend.

> **The campus' new Engaged Faculty Fellows Program provides professional development on community-engaged teaching.**

Academic Affairs also paid for six faculty to participate in the University of Notre Dame's 2018 Summer Community-Engaged Teaching Institute. A two-day visit in Fall 2017 by consultant John Reiff included a presentation on service learning and one-on-one consultations with faculty and staff. In 2017–2018, we launched our Engaged Faculty Fellows Program. The purpose of the program is to provide professional development on community-engaged teaching. Fellows receive a $3,000 stipend for completing the program, which includes teaching a community-engaged course within a year, and mentors receive a $500 stipend.

Promotion, Tenure and Review (PTR) Policies that Reward Community Engagement

Scholarly Work

Our campus has a history of rewarding community-engaged approaches and methods, even though the IU Academic Handbook does not include language about specifically rewarding faculty scholarly work that uses community-engaged approaches and methods. The School of Education, Sociology and Anthropology, English, Computer and Information Sciences, and Theater and Dance reward community-engaged approaches in scholarship; this represents twenty percent of our colleges/ schools (one out of five) and 13% of our departments (four out of 31).

> **20% of our colleges/ schools and 13% of our departments reward scholarly work that uses community-engaged approaches and methods.**

Teaching and Learning

IU South Bend recognizes community-engaged teaching as a high-impact practice and faculty have used community-engaged teaching as the basis of excellence in teaching in their promotion cases in the School of Education, College of Health Sciences, Communication Studies, Sociology and Anthropology, Women's and Gender Studies, and Political Science. IU's Handbook, however, does not explicitly mention community-engaged teaching in its PTR guidelines.

Service

The IU Academic Handbook states, "The performance of services for the University or for external organizations may retard accumulation of evidence for proficiency in research or teaching even while contributing to the value of the individual as a member of the university community. In such cases effective service should be given the same consideration in determining promotion as proficiency in teaching or research. The evaluation of the service should be in terms of the effectiveness with which the service is performed, its relation to the general welfare of the University, and its effect on the development of the individual." The units that reward community engagement as a form of service include the College of Liberal Arts and Sciences, the Judd Leighton School of Business and Economics, the Raclin School of the Arts, Schurz Library, the Vera Z. Dwyer College of Health Sciences, Communication Studies, Computer Science and Informatics, Biological Sciences, English, Fine Arts, Music, New Media, Philosophy, Physics and Astronomy, Political Science, Psychology, Sociology and Anthropology, Theater and Dance, Women's and Gender Studies, and World Language Studies.

Work in Progress to Revise PTR Guidelines

We are in the early stages of revising promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches. In February 2018, the Carnegie Engaged Campus Task Force sent a letter to the Senate PTR Committee asking it to adopt a version of IUPUI's PTR value statement: "…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. The nature of the scholarship and the evidence used to support it may differ from traditional forms of scholarship. Non-traditional dissemination outlets and alternative metrics should be acknowledged as acceptable forms of documentation." We explained that such a statement would not diminish the value of traditional scholarship and that faculty would not be required to do community-engaged work to receive reappointment, promotion, or tenure or to achieve excellence in any of the three PTR categories. We also explained that the criteria for evaluating community-engaged work and the weight given to community engagement should be left to individual units. Later that spring the Senate PTR Committee informed us that while they were in favor of efforts to recognize community-engaged teaching, research, and service, they did not think it was appropriate to put a value statement in campus-wide PTR documents. They suggested we ask the Senate to pass a resolution encouraging units to recognize community-engaged teaching, research, and service. This work is ongoing.

Curricular Engagement

Process for Identifying Community-Engaged Courses

IU South Bend has been offering community-engaged courses since 1990, but it was not until 2015 that we began thinking seriously about designating such courses. A visit to IUPUI's Office of Community Engagement in Fall 2015 spurred a group of faculty to approach the Senate Executive Committee to request the formation of a Carnegie Engaged Campus Task Force with a mission of moving our campus towards greater institutionalization of community engagement and submitting an application for the Carnegie Engaged Campus Classification. In May 2016, the task force was approved and began researching how other institutions designated courses and defined community engagement. A site visit to University of Wisconsin-Parkside in Fall 2017, conference calls with our peer institutions who had the Carnegie classification (Angelo State University, Southern Utah University, and University of Michigan-Flint), and a two-day campus visit by John Reiff in Fall 2017 guided our course designation process. We reached out to the University of Notre Dame, IUPUI, Portland State University and Grant Valley State University to inquire about their course designation processes as well.

> **Community-engaged courses use community service to achieve course learning goals, to promote personal growth in students, and to work towards the common good.**

We use Kuh's (2008) definition of community-engaged courses: Community-engaged courses use community service to achieve course learning goals, to promote personal growth in students, and to work towards the common good. Students in these courses apply what they are learning in real-world settings and engage in structured reflection on their service experiences.

We adapted IUPUI's Taxonomy for Service Learning Courses to create the following elements of community-engaged courses:

1. Reciprocal partnerships and processes shape the community activities and course design

2. Community activities enhance academic content, course design, and assignments

3. Civic competencies are integrated into student learning

> **The campus has 40 community-engaged courses.**

4. Critical reflection is integrated into student learning

5. Assessment is used for course improvement

We started designating community-engaged courses in Spring 2019. Applications include a description of the following:

- The community partner(s)

- The community engagement experience planned for the course

- How the community partner will be involved in the planning of the experience

- How students will be prepared for their community engagement experience

- The benefits to the community partner or community in general

- The anticipated learning outcomes of the course

- How the engagement experience will help students achieve the course learning outcomes

- How students will reflect on their community experience

- How the community engagement experience will be assessed

Community-Engaged Courses: Spring, Summer & Fall 2019

Number of Community-Engaged Courses: 40 (2.5% of all courses). Two additional courses have been approved for 2020.

Number of Departments with Community-Engaged Courses: 15 (25% of all departments)

Number of Faculty Teaching a Community-Engaged Course: 24 (5.1% of faculty and 9.2% of full-time faculty)

Number of Students in Community-Engaged Courses: 366 (8% of all students). These data are from Spring 2019 only since the summer and fall registration was still open.

Community Engagement on Student Transcripts

Community engagement is not noted on student transcripts, but the Carnegie Engaged Campus Task Force did explore this possibility. In Spring 2018, the director of the task force conducted conference calls with the other IU regionals about their practices for noting community engagement on student transcripts to understand what the current practice was among the regionals; none of the regionals were noting community engagement on student transcripts. While IUPUI notes community-engaged courses on transcripts, the registrar at IUPUI was not enthusiastic about it. According to research by the Lumina Foundation, employers are not interested in official transcripts because they do not indicate what students have learned.

Members of the Carnegie Engaged Campus Task Force held a conference call with the IUPUI registrar, our registrar, and our Vice Chancellor for Student Engagement and Success about adopting an unofficial transcript that would document a range of curricular and non-curricular community engagement experiences. IUPUI has designed an Experiential and Applied Learning Record to recognize valuable, assessed, and validated student learning experiences. The Carnegie Engaged Campus Task Force was not ready to commit to the Experiential and Applied Learning Record, however, because of the staff time it would require.

School of Education Science Methods students gathering data about the health of a stream

Assessment of Learning Outcomes for Students' Curricular Engagement with Community

Some departments in the School of Education, College of Health Sciences, and the College of Liberal Arts and Sciences have community-engaged learning outcomes. For instance, Dental Hygiene has several community engagement competencies including providing community oral health services in a variety of settings, evaluating the outcomes of community-based programs, and advocating for effective oral health care for underserved populations. When students begin the program they take a survey to assess their attitudes, beliefs, and current practices with community engagement. At the end of the program, students take the same survey. Every two years, the program also surveys its alumni about their community engagement. Course assignments in two community-engaged courses are used to assess community-based learning outcomes along with the survey results. Dental Hygiene uses their assessment data to improve curriculum and to decide what community outreach programs to implement. Sustainability Studies has 10 learning outcomes and one is explicitly focused on community engagement: "Formulate and apply sustainable solutions in real-life settings (workplace, organizations, etc.) and through civic engagement." Undergraduate and graduate students are invited to complete a survey that asks them to reflect on their mastery of each learning outcome. The community-engagement outcome is also assessed through course requirements. Assessment data from students and community partners are used to develop and revise curriculum.

Integration of Community Engagement into Other Curricular (for-credit) Activities

Student Research

Departments in the College of Liberal Arts and Sciences are particularly active in integrating community engagement into undergraduate research. In Field and Laboratory Ecology, for example, Deb Marr's students complete a water quality analysis of

> **Departments in the College of Liberal Arts and Sciences are particularly active in integrating community engagement into undergraduate research.**

the St. Joseph River and campus wetlands, and work with the Fisheries Biology from the Elkhart Public Works Office to complete a fish diversity survey of the St. Joseph River. The data is submitted to the Elkhart Public Works Office as part of their survey data for the St. Joseph River. Psychology students in Kevin Ladd's Experimental Research Methods, meanwhile, have partnered with River Bend Cancer Services, which provides holistic, non-medical support services to people living with cancer. Students designed experiments around the physical labyrinth on site to understand how it could be used to decrease stress. The results provided the community partner with information on how the labyrinth could be more deeply embedded in its programming.

Sociology students preparing to survey residents at an Elkhart Art Walk

Students in Anthropology's Urban Field School

Student Leadership

Making the Academic Connection recruits African American, Latino, and Twenty-First Century Scholar students for an annual summer bridge program, The Leadership Academy. The aim of the program is to assist in students' transition to college and to prepare them to become leaders. The program was created in 2002 through a partnership between the Civil Rights Heritage Center, the Office of Student Affairs, and the Urban League. One of the courses that students take, taught by Haley Froysland and Monica Tetzlaff, traces the history of the African American and the Chicano Civil Rights movements. This summer, the course is including a community-engagement component; students will conduct research and prepare a presentation on a civil rights leader or topic for children enrolled in La Casa de Amistad's youth programs.

Leadership Academy students at La Casa de Amistad

Internships, Co-ops, Career Exploration

Our campus launched the Engage IU South Bend Internship Program in the summer of 2018 to encourage students to enroll in an internship and to support local non-profits who were unable to pay interns. The program gives stipends of $1,600 to up to seven students per semester who are doing an unpaid internship (for credit) at a local non-profit.

Four faculty in the College of Liberal Arts and Sciences (CLAS) received grants to improve the internship experience for students and community partners. Drs. Anderson, Bennion, Kahn, and McGuire received $15,000 in Vision 2020 Grants for "Internships in the Liberal Arts and Sciences: Extending High Impact Practices at IU South Bend." They used these funds to conduct a survey of the college's internship practices, to research best practices on internships, to hold one-on-one meetings with community partners, and to conduct a site visit to Butler University. Kahn and McGuire also received an Indiana Campus Compact Listening to Communities Grant for "Improving Internships and Partnerships in the College of Liberal Arts and Sciences." They organized three breakfast meetings to obtain feedback from organizations who hosted CLAS interns. Community partners provided concrete suggestions for improving CLAS internships. For example,

they said it was a burden to complete so many different types of forms (learning contracts and evaluation forms). As a result of their feedback, the faculty created standardized internship forms for the College.

Study Abroad

Two of our 10 study abroad trips in 2017–2018 included a community-engagement component. We have offered a study abroad course in Costa Rica with a community-engagement component since 2006. In its most recent 4-week summer version, students studied Spanish and Costa Rican culture in Nicoya. They also participated in two service-learning experiences: one at a school and one at a senior center. In our Health Promotion and Disease Prevention course, students traveled to Belize to provide health education and promotion activities to children in local schools in and around San Ignacio. Students, in conjunction with health providers, provided vision, dental, and medical screenings for children. In the last two years, students also built picnic tables for a local park and school so that children did not have to eat off the ground (reducing the risk of parasitic infections).

> **Two of our 10 study abroad trips in 2017–2018 included a community-engagement component.**

Study abroad in Belize

Integration of Community Engagement into Other Structures

Graduate Studies

Two of our graduate programs have integrated community engagement into their curriculum. The Masters of Liberal Studies program offers two tracks: a traditional track that involves writing a thesis and a "public intellectual" track that exposes students to genres through which public intellectuals communicate. Another community-engaged aspect of this program is Wolfson Press, which was founded in 2007 with an interest in publishing local history. The Graduate Certificate in Strategic Sustainability Leadership gives students the knowledge and experience necessary to help businesses, not-for-profits, and governmental units take advantage of the

newly emerging green economy opportunities for innovation and efficiency offered by leveraging the triple-bottom-line of people, prosperity, and planet. The introductory course requires students to work with a local partner to make recommendations on how to incorporate sustainability practices. The capstone requires students to work on a group project to help a local organization put sustainability principles into practice.

Sustainability graduate students preparing a sustainability action plan for a local hotel

Capstone

We do not have a campus-wide capstone experience, but two majors have capstones with a community-engagement focus: Sustainability Studies and Sociology. The Sustainability capstone requires students to research a sustainability challenge in the area and to propose a sustainability-grounded solution or program. The learning outcomes include becoming an effective change agent, and formulating and implementing sustainability action plans and solutions in real-life settings. The Sociology capstone helps students integrate and apply their sociology coursework through service to a local agency or initiative. Students complete a variety of assignments (research, photo essay, and grant proposal) that encourage them to collaborate, to communicate with a non-academic audience, and to recognize how the skills and knowledge they have acquired in the major can contribute to the community.

First-Year Sequence

Community engagement is integrated into the first-year sequence for Honors students. The first course in that program, the Freshman Honors Seminar, is designated as a community-engaged course. The program also requires all students to complete 10 hours of service each semester.

General Education

In Fall 2016, the Office of Academic Affairs appointed a General Education Task Force whose goals included revising the general education curriculum to integrate community-based learning. The Carnegie Engaged Campus Task Force's recommendations to the General Education Task Force included scaffolding community engagement by requiring a low-intensity community engagement experience in students' first year and a more comprehensive community engagement experience closer to graduation. We recommended that the upper-level community engagement requirement be built into a course already required for the major.

The General Education Task Force surveyed students and faculty and held public forums about the existing general education curriculum. Based on the information collected, it proposed three new models of general education, two of which included a community-engagement requirement. The General Education Task Force held a series of faculty forums in 2018 and solicited feedback from departments about these proposals. The feedback on a required community engagement course was generally positive, but there were concerns with implementation and some faculty thought we should have a broader "high impact" requirement that included, but was not restricted to, community engagement. As a result of this feedback, the General Education Task Force made the following motion to the Senate: "Students will be required to take at least one course tagged as an 'Enhanced Student Experience' before graduation. Such classes will involve as an essential or primary component high-impact practices that involve experiential learning beyond the classroom. This can include service learning, community engagement, study abroad, internships, clinical experience, student teaching…, faculty-mentored research projects, or other practices as approved by the Senate General Education Committee." The motion failed; 46% of faculty voted for the motion and 54% voted against the motion in Spring 2019.

With 40 community-engaged courses taught by 24 faculty members, it is clear that our campus is committed to community-engaged teaching and learning, despite not requiring it our general education curriculum.

Majors

Fourteen departments/programs have formally designated community-engaged courses, and eight of these departments/programs require at least one community-engaged course. Dental Hygiene, Health Sciences, Health Communications, and Public Relations require two community-engaged courses. The following majors have at least two community-engaged courses that can be used towards the major: Marketing, Sociology, Spanish, and Sustainability.

> **Fourteen departments/programs have formally designated community-engaged courses, and eight of these require at least one community-engaged course.**

Minors

Minors in Management Information Systems, Public Relations, and Spanish require a community-engaged course. Community-engaged courses are not required, but can fulfill the requirements in many minors, including African American Studies, Anthropology, Biology, Health Communication, Latino Studies, Marketing, Sociology, and Sustainability Studies.

Co-Curricular Engagement

Community Service Projects Outside of Campus

Several of our clubs regularly participate in community service projects outside of campus. For example, the Anthropology Club has participated in the Saint Joseph County Public Library's Science Alive event, an annual educational festival on scientific topics, since 2013. The event attracts about 4,000 attendees each

> **The Biology and Chemistry Club has a 20-year relationship with the St. Joseph County Public Library.**

year. The anchor of the club's exhibit is a table of human evolution fossil casts ranging from approximately six million years ago to 30,000 years ago. A student-designed handout explains general points about these fossils and includes informative web links. In addition, the Biology and Chemistry Club has a 20-year relationship with the St. Joseph County Public Library. Two to four times each year, club members demonstrate science experiments and concepts in a hands-on approach at the library. The events get children excited about science and give club members experience in explaining basic concepts in biology and chemistry.

Biology and Chemistry Club at the River Park Library

Dr. Schnabel with Sustainability and Honors Students on Earth Day

Community Service Projects on Campus

Academic and non-academic units have been active in organizing community service projects on campus. In 2017–2018, Dental Hygiene students provided free dental services to area veterans during Operation Smile as well as cleanings, exams, sealants and radiographs to children at Brush Up on Your Health and Give Kids a Smile. These events allowed students to practice their developing skills while providing a much-needed service to our community.

The Student Counseling Center, in collaboration with the Office of International Student Services and Bear Hugs for Children (a local non-profit), hosted a day of service for refugee children. Participants made small bears for refugee children and learned about the world refugee crisis.

Student Leadership

Our Student Government Association has a standing philanthropy committee. In 2017–2018 this committee raised about $1,500 for Syrian refugee children and $800 for the Special Olympics. This year, (2018–2019) it raised $1,100 for student veterans.

Living-Learning Communities

Students in our honors living-learning community are required to take the Honors Freshman Colloquium, which includes 15 hours of service learning. They are subsequently required to complete 10 hours of community service each semester.

Athletics

There is no National Association of Intercollegiate Athletics (NAIA) service requirement for student athletes, although the NAIA encourages community service through its Champions of Character Initiative. Our Athletic Department expects its teams to participate in at least one community service project each year. In 2017–2018, we had 11 teams and all but two volunteered in at least one community service project.

Co-Curricular Engagement Tracking System

Each IU campus has an interface tailored to its campus profile (e.g., "Titan Atlas") that allows students to connect with off-campus and on-campus activities with the goal of making them more civically engaged.

In 2016–2018, a group of IU South Bend faculty in the FACET Leadership Institute explored methods for building a co-curricular transcript for students. They found that few students were familiar with Titan Atlas and there was not an effective way for students to connect to the Titan Atlas through their mobile devices, which created significant barriers for the construction of a co-curricular transcript.

Professional Activity and Scholarship

### Staff Professional Activity Associated with Co-Curricular Community Engagement

Two staff members have been particularly active in co-curricular community engagement: Cynthia Murphy and Connie Peterson-Miller. For example, Murphy took four students to the 2019 Indiana Latino Institute's Legislative Breakfast and regularly advocates for Latino students on and off campus. Peterson-Miller regularly attends the National Association for Foreign Student Advisors to learn how to connect with the community for programming and exchange.

Cynthia Murphy advocating for immigration reform

Sample Scholarship on Curricular Engagement

- Blouin, David and Heather Jones. "What Makes a Good Student-Community Partnership? The Importance of Reciprocity in Service-Learning." FACET 30th Annual Retreat, May 18-20, 2018. Bloomington, Indiana.

- Matto, Elizabeth M., Alison Rios Millett McCartney, Elizabeth A. Bennion, and Dick Simpson. Eds. 2017. Teaching Civic Engagement Across the Disciplines. Washington, DC: American Political Science Association.

- VanderVeen, James M. 2017. "Excavating for Community Interest: How Field Schools Create Civic Engagement and Foster Activism." Inaugural Public Archaeology Twitter Conference.
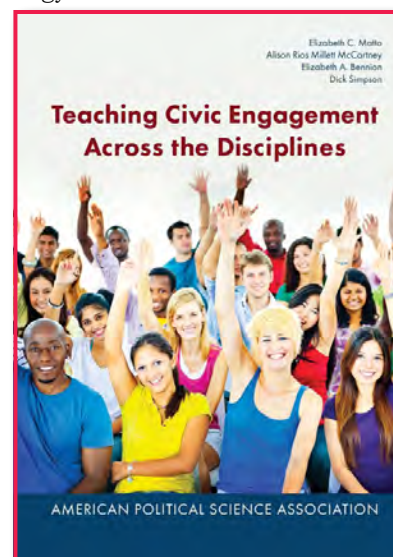
- Hebert, Terri and Judy Lewandowski. 2017. Blending community and content through place-based science. Collaborations: A Journal of Community-Based Research and Practice. 1 (1).

- Behan, Catherine (student), Gail McGuire, Zachary Schrank, and Jamie Smith. April 2019. "Partnerships that Enhance Student Learning and Support Vibrant Communities." Presentation at the 20th Annual Midwest Conference on the Scholarship of Teaching & Learning.

Sample Scholarship of Engagement

Bryant, Dè, Oswald, M. (student), and Davis, S. 2017. "Breaking the school to prison pipeline: A community response." Findings presented to Attorney Veronica Percia, U.S. Department of Justice, on South Bend Community School Corporation's compliance with the 1980 Consent Decree. 15–16 November 2017.

Heck, Marsha. 2017. "Proposal for Restorative Justice Implementation in South Bend Community School Corporation." Approved by the SBCSC School Board on June 19, 2017.

Marr, Deb. 2016. Report for Elkhart Public Works Office, Elkhart, IN. Fish Diversity data from Biology L474 (Ecology lab) IU South Bend for 2009-2015.

Swanson, Steven (student), D. Deegan and Andy Schnabel. 2019. "Investigation of Community Structure in the St. Joseph River: Connecting Plant Diversity with Macroinvertebrate and Fish Diversity." Presentation at the Annual Meetings of the Indiana Academy of Science. Indianapolis, IN.

Zhuang, Hong. "South Bend and Elkhart Area Forecast 2018." Indiana Business Review, 92(4), Winter 2017.

Community Engagement and Other Institutional Initiatives

Campus' Goals for Diversity and Inclusion

The campus' commitment to diversity and community engagement is reflected in its investment in the Civil Rights Heritage Center (CRHC). Community engagement takes many forms in the Center. It includes direct engagement with the community through building coalitions with grassroots organizations around issues of civil rights and social justice. The CRHC is also a hub for community gatherings, meetings, and conferences. At the same time, it provides a venue for students, faculty, and administrators to interact

> As a living museum, the CRHC is a repository of local history and culture as it relates to underrepresented communities and their struggle for civil rights and social justice.

in an off-campus setting. The programming initiated by the Center, such as its monthly film series, panel discussions, and public talks/lectures allow campus members to engage directly with community residents. For the last four years, the Office of Admissions has also held recruitment events, application sessions, and financial aid workshops at the Center in an effort to engage with community members who represent the diversity of our community. As a living museum, the CRHC is a repository of local history and culture as it relates to underrepresented communities and their struggle for civil rights and social justice. Its archives contain over 1,100 physical and digital folders featuring documents, photographs, and artifacts.

Public Intellectuals Event Led by Dè Bryant

Human Subjects Protections in Community-Engaged Research

In January 2018, Indiana University added the following definition to all Internal Review Board (IRB) applications: "Community-engaged research includes the meaningful involvement of community partners in the research process, including but not limited to topic development, need identification, research design, conduct of research, and/or sharing of results." IU also added the following questions to all IRB protocols: Is this community-engaged research? If yes, how are/were the community partner(s) involved in the research?

Student Voter Registration and Voting

IU South Bend is very active in encouraging student registration and voting. Our campus led the effort to ensure that all of IU's new student ID cards would be eligible to serve as official forms of voter identification beginning in Fall 2017. The American Democracy Project (ADP) also hosts voter registration drives in classrooms and hallways every election season. Registration is also available at all candidate events

ADP Student Registering Voters on Campus

hosted on campus. Under the leadership of Elizabeth Bennion, ADP also hosts a wide range of debates for offices from school board to U.S. Congress. During the Fall 2018 semester, it organized nine debates, attracting more than 898 people. Other events designed to inspire voter enthusiasm and turnout included debate watch parties for U.S. House and U.S. Senate, a Party to the Polls, and an Election Night Party. According to the National Study of Learning, Voting, and Engagement, our efforts are working. The voting rate among our students was 57% in 2016, up 7% since 2012 and above the national voting rate of 50%. Registration rates also increased from 73% in 2012 to 81% in 2016. Our success in mobilizing students to participate in the electoral process earned IU South Bend a Bronze Seal from the ALL IN Campus Democracy Challenge.

Opportunities to Discuss Controversial Issues

> **Our success in mobilizing students to participate in the electoral process earned IU South Bend a Bronze Seal from the All In for Democracy Campus Democracy Challenge.**

Community-engaged courses in Political Science, Psychology, Sociology, Sustainability, and Women's and Gender Studies give students opportunities to discuss controversial social and political issues. For example, students in Sociology's Race and Ethnicity course explore the relationship between race and immigration by serving as instructors in La Casa de Amistad's citizenship class, which prepares local residents for the naturalization exam.

The American Democracy Project offers programming that encourages discussion of controversial issues. In Fall 2017, it held a three part series, "Pizza and Politics," in which Political Science Club members, faculty and staff hosted discussion panels on a variety of controversial topics in U.S. politics.

In Fall 2017, the Latino Student Union (LSU), advised by Cynthia Murphy, sponsored The Inside Out DACA/Dreamers Outdoor Art Project. IU South Bend was one of 35 locations in the United States to host the Project. LSU invited campus and community members to have their pictures displayed on an outdoor wall to demonstrate support for DACA students. Hundreds of students and community members visited the campus to have their photos taken and displayed in order to show the real faces behind the Dream Act debate.

Latino Student Union with the Inside Out Dreamers Project

Programming in Social Innovation and Social Entrepreneurship

The Center for a Sustainable Future sponsors a "Sustainability & Innovation Series" each spring. Events focus on how to create healthy, inclusive, ecologically friendly and economically thriving communities. Community members from business, non-profit, and municipal government, as well as artists and activists, promote innovative and engaging ways to advance sustainability. The School of Business and Economics' annual Entrepreneur Lecture Series regularly includes social entrepreneurs and innovators as well. In 2018, for example, it featured the lectures "New Directions in Social Entrepreneurship" and "Managing a Social Enterprise."

Outreach and Partnerships[3]

Outreach Programs

Learning Centers

Faculty across the campus work closely with K-12 students to enrich their education. For example, Raj Kohli coordinates the Junior Achievement in a Day program, a partnership

> **IU South Bend students provide hands-on lessons on personal finance to K-12 students through the Junior Achievement in a Day program.**

between the Leighton School of Business, Junior Achievement, and the South Bend Community School Corporation. IU South Bend students provide hands-on lessons on personal finance to K-12 students through this program. Sydney Beauchamp, from the School of Education, partnered with Elkhart Community Schools to offer free summer school for underserved children in the school district. Finally, Jen Kazmierczak and Jason Resler brought K-12 students to campus to experience, appreciate, and learn about theater through a three-day Indiana Thespians Festival.

Tutoring

In 2015, the Office of Community Engagement at IUPUI received a Serve Indiana Grant to allow IU's regional campuses to provide mentoring and tutoring to children in grades 6–12. IU South Bend receives about $30,000 each year from the grant to provide tutoring services to children in the South Bend Community School Corporation.

Ginny Heidemann supervises the IU South Bend students who tutor local students

3. Outreach is focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources.

Extension Programs

Dental Education and the Center for a Sustainable Future regularly offer opportunities for community members to earn continuing education hours. Our campus also offers 14 continuing education courses in business, leadership and non-profits; health professions; education; and paralegal. IU South Bend offers over 50 online professional certificate programs (non-credit) with learning outcomes related to industry standards.

Non-Credit Courses

We offer a variety of non-credit courses for community members. The Director of Financial Aid and Scholarships, for instance, taught a class on college financing for the South Bend Community School Corporation. Elizabeth Bennion ran a Civic Leadership Academy, comprised of six classes, at the downtown library and on our campus. She also worked with the Neighborhood Resources Connection to offer a three-part workshop on Asset Based Community Development. Finally, William Tourtillotte gave a workshop in water-based printmaking for the St. Joseph Valley Watercolor Society.

Evaluation Support

Gail McGuire wrote reports evaluating South Bend Mutual Homes, a local affordable housing cooperative.

Training Programs

Rick Kolbe, dean of the Leighton School of Business and Economics, helped to launch the local chapter of 1 Million Cups, an organization that brings together professionals, business leaders and members of the community to meet local start-ups, entrepreneurs, inventors and small business owners.

Professional Development Centers

The campus is very active in providing professional development to the region, especially to K-12 teachers and staff. For example, The Center for Economic Education offers activities designed to integrate economics into the K-12 educational experience to help students meet Indiana's academic standards for economics. The Department of Counseling and Human Services offered a workshop titled, "Enhancing Counselor-Principal Relationships through Collaborative Advocacy." Kathleen Sullivan also gave a seminar on growth mindset and leadership training for teachers at Mary Beck Lab School.

Career Assistance and Job Placement

Our career and internship fairs, as well as the one-on-one services provided by our Career Services Office (writing cover letters, etc.), are free for community members.

Other

The Office of Housing and Student Life has two annual programs that bring community members to campus. It invites commercial vendors and non-profit organizations to our Welcome Back Fair, which allows these organizations to recruit volunteers, publicize their services, and attract potential employees. The Boo to You Halloween festival, held at campus housing, includes trick or treating, crafts, games, and story-time for local families.

Student volunteers at Boo to You,
a Halloween event for local children

Institutional Resources Provided as Outreach to the Community

Cultural Offerings

The Raclin School of the Arts offers a staggering number of cultural offerings for the community. For example, The Teddy Bear Concert, started in 2008, brings 300–400 people to campus annually. Instead of charging admission, audience members bring a teddy bear to donate to a local community partner. IU South Bend children's theater celebrated 55 years in 2018. More than 85,000 children in the local community have attended a production since 2004.

> **IU South Bend children's theater celebrated 55 years in 2018.**

Dance students preforming at the Community Foundation Arts Series

Fridays by the Fountain performance

Athletics

IU South Bend received a $105,000 gift to fund improvements to the softball facility at Veterans' Memorial Park. The partnership between the campus and the South Bend Board of Parks and Recreation allows our women's softball team to use the facility at no cost.

Library Services

The Schurz Library serves the community by giving access to computers, books, movies, electronic sources, government documents, and professional information services. The Outreach Librarian, Rhonda Culbertson, also introduces college-level information literacy skills and library resources to local high school students. The library brings veterans from the community and campus together through the Veteran's Book Club thanks to the efforts of Dean Vicki Bloom. Librarian Susan Thomas initiated a partnership with Better World Books in 2008, which continues today. The library sends unused gift materials to the Better World Books, which sells the materials for profit. Better World Books gives IU South Bend 5% of the proceeds and sends 15% to The National Center for Family Literacy.

Veterans Book Club, including a presidential hopeful

Faculty Consultation (unpaid)

Faculty provide a wide range of consulting services for the community. For example, The St. Joseph County Metro Homicide Unit works occasionally with anthropology faculty when forensic anthropology consultations are needed. These consultations help the police department and provide learning opportunities for students. Andy Schnabel helped the Botanical Society of South Bend develop its partnership with the City of South Bend for managing the Potawatomi Conservatories, which cares for the plant collection and develops educational and recreational activities for the public. Finally, The Bureau of Business and Economic Research, under the direction of Dr. Hong Zhuang, provides business and economic expertise to municipal, business, and non-profit organizations. The Bureau maintains a database of local economic indicators, conducts research on local and regional issues, and serves as a vital source of information on regional economic activity.

Dr. Hong Zhuang, Director, Bureau of Business and Economic Research

Sample of Partnerships

### South Bend Symphony Orchestra and the Ernestine M. Raclin School of the Arts

The purpose of this collaboration is to perform the MLK Concert for the South Bend community. The concert includes the South Bend Symphony, the South Bend Symphonic Choir, the IU South Bend Chorale and Chamber Singers, and the IU South Bend Gospel Choir. Dean Marvin Curtis and the former South Bend Symphony Orchestra's music director co-created the concert in 2010, which is now a regular feature of the Symphony. For the first five years, the event was held on campus, but it is now held at the Morris Performing Arts Center. This partnership offers our students the opportunity to perform with a professional symphony and to work with multiple conductors. IU South Bend has gained recognition for its voice program and increased its visibility in the community as a result of this partnership. The event also introduces the community to up and coming African American and Latino artists and attracts more people of color as audience members than any other Symphony event.

Mishawaka-Penn-Harris Public Library, Department of Sociology and Anthropology, Schurz Library, Office of Veteran Services, and Student Counseling Center

In 2017–2018, Jay VanderVeen and Rhiannon Carlson received an $11,300 Big Read Grant from National Endowment for the Arts (NEA) and Arts Midwest. The NEA Big Read program seeks to broaden the understanding of our world, our communities, and ourselves through the joy of sharing a good book. The purpose of this grant was to inspire conversation and discovery around veterans' issues through

The Things They Carried, a fictional account of the Vietnam War. The campus and community partners were seeking to increase their community outreach and

Tim O'Brien
THE THINGS THEY CARRIED
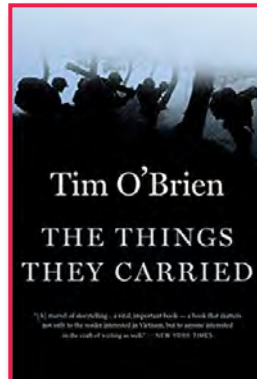
engagement, and the NEA Big Read provided a spark to get more formally involved with various constituencies. The impact on the community was quite extensive in part because there was a broad audience for the 24 events tied to this book.

Indiana Small Business Development Center and The Leighton School of Business and Economics

The Leighton School of Business and Economics partnered with the Indiana Small Business Development Center to provide local businesses and non-profits with marketing and information management support. The Center helped Vishal Bindroo identify four small businesses to serve in his marketing research class. It also partnered with Mohammad Merhi, faculty advisor for the Management Information Systems Club, to find an organization to serve. Club members subsequently developed a database system for the Mishawaka Business Association. Students benefitted from this partnership by having the experience of working for a client and applying the concepts covered in the classroom to "real life" scenarios. The small businesses that worked with the marketing class were able to use students' research to grow their businesses, while The Mishawaka Business Association learned how to manage its membership data.

HealthLinc, Division of Dental Education, and Health & Wellness Center

In 2015, HealthLinc, a federally qualified health center, received a $1.05 million grant from the federal government to operate a medical and dental center on the IU South Bend campus. The grant helped the IU South Bend Health and Wellness Center relocate to Riverside Hall (now the Vera Z. Dwyer Hall), which was renovated to accommodate more clients. HealthLinc's partnership with Dental Education has allowed IU South Bend to provide comprehensive dental care to the campus and surrounding community. The Give Kids a Smile event, for instance, provides free oral health care to local children and Operation Smile provides free oral health care and education to veterans. In addition to these events, our dental clinic is open to the public and provides preventive

dental services 10 months out of the year. The partnership with HealthLinc also allows our Health and Wellness Center to provide comprehensive health care for campus and community members who cannot afford, or are unable to procure, a primary care provider. This partnership addresses a critical need in our community and provides our nursing students with rich primary care experience.

South Bend Community School Corporation and the School of Education

Terri Hebert partnered with the South Bend Community School Corporation (SBCSC) to secure two grants ($481,000 and $632,942) from the Indiana Department of Education's Math/Science Partnership Grant program for ED2: Earth Day Every Day and ED3: Earth Day Every Day Enhanced Design. The purpose of the collaboration was to strengthen middle school science and math teachers' content knowledge and introduce them to community resources that could be used to teach science and math. The impact of the program on SBCSC was evident when participants returned from the summer

break energized and engaged with curricular redevelopment. Knowledge of community resources also helped to build bridges between the schools and the specific sites visited during the program. For example, one middle school formed a relationship with the Potawatomi Zoo to replicate the activities done during ED2 and ED3.

Strategies for Promoting Mutuality and Reciprocity in Partnerships

The main way our campus promotes mutuality and reciprocity of partnerships is through professional development around community-engaged teaching. Sessions in both our Engaged Faculty Fellows Program and Active Learning Institute on Community-Engaged Teaching were devoted to forming and sustaining community partnerships. Readings and discussions centered on how to achieve reciprocity and mutuality in partnerships. Our application to get a course designated as community-engaged includes questions to encourage mutuality and reciprocity as well: (1) How will the community partner be involved in the planning of the community experience and (2) What benefits will the community

partner, or the community in general, receive from the community project?

Our deans' participation on local boards is another mechanism through which we create reciprocal and mutual partnerships. For example, Marvin Curtis' service on the South Bend Symphony's Board over the last seven years has included membership on the search committees for the Symphony's conductor and executive director. Contributing to our partners' work beyond particular projects (in this case the Martin Luther King Concert) is one of the ways we practice reciprocity. Serving on the River Park Business Association Board has allowed Rick Kolbe to forge partnerships based on mutuality. Relationships formed through his monthly participation on the Board made it easier to involve local businesses in the planning of a symposium on the future of the River Park Business District. Dr. Kolbe was able to show his commitment to the district in monthly meetings so that when the time came for him to request business leaders' participation in the planning meetings for the symposium, they took his request as a sincere gesture and not simply as a token nod to the community.

Summary and Recommendations

Community engagement is clearly an important part of IU South Bend's mission and campus culture. Most units engage the community in some way and the campus has many long-standing community partnerships. The following would deepen our institutionalization of community engagement:

1. A center for community engagement would allow us to coordinate, track, and assess community engagement across the campus. Such a center could also support curricular and co-curricular community engagement and serve as a point of contact for community members.

2. Given the unlikelihood of base budget funds for a center, community engagement should be a fundraising priority for the campus with the goal of getting an endowed center for community engagement in the next three years.

3. We should create awards specifically for community engagement, which we could present at an annual celebration. If we value community engagement, we should recognize and celebrate it.

5. In order for community engagement to be institutionalized, it needs to be more explicitly recognized in our guidelines for promotion, tenure, and review.

6. Community engagement should become part of our brand; it should be featured in our marketing materials and in the Chancellor's communication with the campus and community.

Acknowledgments

INDIANA UNIVERSITY
SOUTH BEND