Spring 2020

First-Time Application, Elective Community Engagement Classification, Carnegie Foundation for the Advancement of Teaching and Learning

Center for Civic Engagement
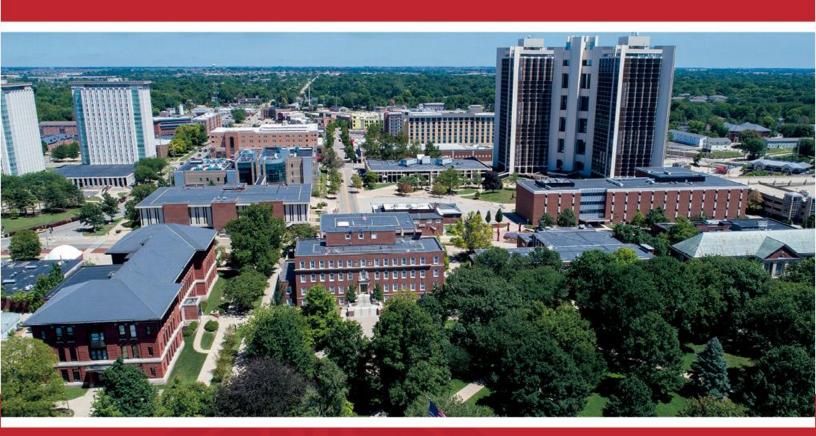*Illinois State University*

Recommended Citation

Center for Civic Engagement, "First-Time Application, Elective Community Engagement Classification, Carnegie Foundation for the Advancement of Teaching and Learning" (2020). *Publications and Reports—Center for Civic Engagement*. 1.
https://ir.library.illinoisstate.edu/prcce/1

ILLINOIS STATE UNIVERSITY

FIRST-TIME APPLICATION, ELECTIVE COMMUNITY ENGAGEMENT CLASSIFICATION

CARNEGIE FOUNDATION FOR THE
ADVANCEMENT OF TEACHING AND LEARNING

2020
SUBMITTED: APRIL 15, 2019

**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university

Illinois State University

First-Time Application, Elective Community Engagement Classification

Carnegie Foundation for the Advancement of Teaching and Learning

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CAMPUS AND COMMUNITY CONTEXT

Campus and Community Context

A. Campus:

Provide a description of your university that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the university. Please specify here if you are applying for a specific campus or campuses of your university. You may want to include descriptors of special type (regional, metropolitan, multi- campus, faith-based, etc.), size (undergraduate and post-graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may wish to refer to widening participation strategies; NCEHE data on student equity; Engagement and Impact Assessment Data; SAGE/Athena SWAN data; Aboriginal and Torres Strait Islander education and employment data as example sources.

Illinois State University is a large Midwestern university that prides itself on being the first public university in Illinois. Founded in 1857 as a normal school to train teachers, Illinois State Normal University was the cornerstone of a developing community known as Normal.

Today, Illinois State is a high-research-activity doctoral university that emphasizes undergraduate study. The University's 34 academic departments in six colleges offer 78 undergraduate programs and 83 graduate programs including masters, certificate, and doctoral programs in over 300 fields of study.

The University employs 3,654 faculty and staff (3,455 FTE) making it one of the top employers in McLean County. It has been designated a "Great College to Work For" by the Chronicle of Higher Education every year since 2015. A state- appointed Board of Trustees, president, four divisional vice presidents (academic affairs, student affairs, finance and planning, and advancement), and four shared governance groups (Academic Senate, two staff councils, and Student Government Association) govern the University. Illinois State prides itself on its approach and commitment to shared governance which calls forth all members of the campus community to be engaged in the success of the institution.

The faculty and staff support 20,784 students. Of those, 18,330 are undergraduates (16,826 FTE) and 2,454 are graduate students (1,483 FTE). Ninety-five percent of students are residents of Illinois and 22 percent reside in McLean County and bordering counties. Over 70 percent of students are between the ages of 18 and 21, and about one quarter identify as members of an underrepresented group or non-US citizen.

Illinois State ranked 91st in *U.S. News and World Report*'s 2019 rankings of America's best public national universities and has graduation rates (68.8 percent) and retention rates (80.6 percent) among the top ten percent of universities nationwide. The University has a student-to-faculty ratio of 17 to one and boasts small class sizes with over 70 percent of classes with less than 30 students.

Illinois State University stays true to its mission and strategic plan that values a pursuit of learning and scholarship, individualized attention, diversity and inclusion, collaboration, respect, integrity, and civic engagement by fostering a small-college atmosphere with large-college opportunities. The highest academic standards are promoted in teaching, scholarship, public service, and the connections among them. Despite two years of a state budget stalemate, a continual decline of state appropriations for higher education, and receiving the lowest state appropriations per student of all public institutions in the state, Illinois State expends resources and devotes energies to create the most supportive and

productive campus community possible to serve the citizens of the local community, of Illinois, and beyond.

The University uses the term civic engagement to refer to its commitment to prepare informed and engaged global citizens, ethical leaders who will craft, promote, and further positive goals for the betterment of society. This broader term encompasses civic learning and all engagement that benefits society. Community engagement is one vehicle by which the University commits to the realization of the broader goal of civic engagement.

B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (regional, urban, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

Initially known as "North Bloomington," the Town of Normal was founded and officially named in 1865, several years after Illinois State Normal University built its first academic buildings in the area. From its humble beginnings, the University helped build the town while the town helped build the University.

Today, Normal (population 54,531) is a twin city to the City of Bloomington (population 78,426). Bloomington and Normal are both metropolitan areas that make up two of a total of 22 municipalities within an otherwise relatively rural McLean County (population 173,254). The mix of urban and rural communities in the county lends itself to relatively even distributions of political ideologies and affiliations. The county's residents are predominantly white (80 percent) followed by Black or African-American (8 percent), Asian (5 percent), Hispanic (4 percent), and other races (3 percent). McLean County residents are a median age of 32.7 and make a median household income of $62,089. The median home value is $163,800, and the county unemployment rate (4.4 percent) is below the state average. The county has a population density of 146 people per square mile which is one of the highest in the region.

Bloomington is the county seat for McLean County and home to all county social service agencies. Moreover, Bloomington- Normal is home to four higher education institutions: Illinois State University, Illinois Wesleyan University, Heartland Community College, and Lincoln College. Institutions of higher education are prominent in the community, so much so that over half of Normal's population is either enrolled or employed at one of these institutions.

Bloomington-Normal has a diverse and stable economic base comprised of agriculture, health care, business, and higher education. There are two K–12 public school districts and multiple private schools. Bloomington-Normal is home to two not- for-profit hospitals with a community focused mission: OSF St. Joseph Medical Center (a level 2 trauma hospital) and Advocate BroMenn Medical Center (a 221-bed acute care hospital). Several large national corporations have headquarters in the community and host initiatives that directly benefit the community and support engagement efforts at the local colleges and universities.

Bloomington-Normal has a solid transportation infrastructure. An intermodal transportation station located in Uptown Normal provides Amtrak train service between Chicago and St. Louis and a local

transit bus system that serves the Bloomington-Normal community. The Central Illinois Regional Airport is located in Bloomington and hosts four national and international airlines.

In its 2017 College Destinations Index, the American Institute for Economic Research (AIER) ranked Bloomington as the tenth best college town in the nation based on criteria of youth unemployment; share of college-educated population; pervasiveness of diversity; labor force participation of young adults; share of STEM workers; rental costs; ease of access to the city via public transportation; and presence of arts, entertainment, bars, and restaurants. In 2016, AIER ranked Bloomington-Normal as the third best small city for job-seeking college graduates based on nine factors centering around population demographics, the local economy, and quality of life.

FOUNDATIONAL INDICATORS

Foundational Indicators

Complete all questions in this section.

C. Institutional Identity and Culture:

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

A.1.1. Quote the mission or vision:
Illinois State University—the state's first public university—was founded in 1857 as a normal university to prepare the state's teachers. Over time, the academic offerings and breadth of Illinois State evolved, but its focus on public service and outreach remained central. A formal strategic plan was developed for the University in 2000, and each iteration of the plan includes Illinois State's commitment to its community and to providing experiences that prepare students to be fully engaged participants in their communities.

Illinois State included elements of civic engagement within its core values of public opportunity and diversity in its first and second strategic plans which spanned from 2000–2010. By its third strategic plan from 2008–2014, civic engagement became a stand-alone core value that touted the commitment the University has to its community and to the education of its students, considering this "lifelong responsibility" of civic engagement and further encouraging faculty and staff to engage with the community to promote "quality of life for all citizens." The value of civic engagement stated in the University's vision and mission encompasses all engagement activities and civic learning; specific goals and strategies within past and present strategic plans pinpoint community engagement as a category of civic engagement.

In 2015, in the middle of the fourth strategic plan, the Higher Learning Commission made a comprehensive review accreditation campus visit and stated they were impressed with the thorough evidence provided to support the meeting of various criterion for accreditation. The report indicates that the mission, vision, and values of the University are strongly guiding its operations and programs.

The University finalized its fifth strategic plan in 2018: "*Educate Connect Elevate: Illinois State The Strategic Plan for Illinois' First Public University 2018–2023*." This five-year strategic plan further advances its mission and vision of serving its community while also providing unique and enriching experiences to students, faculty, and staff.

MISSION: We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service, and the connections we build among them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

VISION: Illinois State University will remain a national leader and be recognized worldwide for educating high-achieving, motivated students who seek an individualized and transformative experience at an institution that:

- Offers premier undergraduate and graduate programs that integrate emerging and innovative ideas with traditional knowledge and methods;

- Generates knowledge through high-quality scholarship (research and creative activities);

- Supports student learning through a seamless integration of curricular and co-curricular activities that actively engage students and broaden their perspectives; and

- Serves the region, state, nation, and world through its commitments to responsible stewardship, meaningful civic engagement, cultural enrichment, and the development of global citizens.

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

A.2.1. Describe examples of campus-wide awards and celebrations that formally recognize community engagement:
Illinois State University's American Democracy Project hosts an annual Civic Engagement Day program that celebrates people and organizations for their outstanding contributions to civic engagement and their communities. The awards recognize individuals, units, or community agencies that have been significantly involved in civic engagement activities that partner with Illinois State University and/or within their broader communities. Recipients are nominated by colleagues or are self- nominated. Award categories include the Registered Student Organization Award, the Unit Award, the Faculty Citizenship Award, the Student Citizenship Award, the Staff Citizenship Award, and the Community Partner Award. The Registered Student Organization Award and Student Citizenship Award recognize a student organization or an individual student who has been significantly involved in civic engagement and/or community engagement activities in the past year. The Unit Award is given to an academic department or unit within other divisions of the University that has collectively contributed to the public good through their various activities throughout the year. The Faculty Citizenship Award identifies and recognizes a faculty member who has incorporated meaningful civic engagement into their teaching, scholarly and creative productivity, and/or professional and community service. The Staff Citizenship Award identifies and honors a staff member who is significantly involved in civic engagement activities (either as part of their work or as a volunteer) that contribute to the public good. The Community Partner Award recognizes a community organization that is significantly involved with Illinois State University, contributes to student learning, and supports student community engagement in a curricular or co-curricular setting.

Illinois State University also recognizes alumni who have made significant contributions to society, their profession, or the University. A total of six alumni awards are presented to alumni each spring at the Alumni Awards Dinner. One alumni award of specific relevance is the E. Burton Mercier Alumni Service Award that recognizes volunteer service and contributions to the community, state, country, or an important social cause.

D. Institutional Assessment

B.1. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?
Yes

B.1.1. Describe the mechanisms for systematic assessment:
The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities, partnerships, and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community, including a description of how frequently assessment occurs, and who is accountable for managing the process. Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment. This question is not focused on data about specific engagement projects, programs or service- learning courses, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.

The establishment of the Center for Community Engagement and Service Learning (CESL) in 2016 provided the University the capacity to begin systematically assessing community perceptions of the University's community engagement. Prior to the establishment of CESL, most assessment was sporadic, informal, and disconnected. For example, the last formal assessment took place in 2011, where an event with multiple small group discussions took place with community organizations to explore ways the University and community could improve collaborations. University staff periodically followed-up with organizations to ensure needs were met and to discuss outcomes of a campus-community partnership.

Academic units convened advisory boards with community members, organizations, and businesses that serve as a mechanism to hear perceptions of Illinois State's work with community. These assessments were disjointed and did not converge to get a full understanding of community perceptions of campus efforts.

As such, the purpose of CESL was to bring clarity of vision and shared purpose to the University's civic engagement efforts. CESL began by establishing relationships with the community, understanding how the community interacts with and perceives the University through person-to-person relationships, and developing a systematic assessment mechanism to gather meaningful data. CESL staff began meeting with community organizations and developed a formal assessment of community perceptions of the University's engagement and an inventory of community organization needs and concerns. The inaugural Community Partner Survey was distributed electronically to over 100 local community organizations and municipalities in 2017. The survey asked agencies to identify how they had worked with Illinois State in the past and their perceptions of existing partnerships. They were also asked to describe any current needs they have with which the University and specifically CESL could assist. Moving forward, this formal assessment of community perceptions, needs, and impacts will be conducted on a rotating cycle for each community organization every three years with informal assessments happening throughout each year.

This inaugural systematic assessment served as a roadmap for CESL in its first years of operations and as a supplement to the one-on-one CESL staff interviews with individual community agencies and municipalities. The purpose of these meetings was to build relationships, enhance understanding of community groups' work, help organizations understand the work of CESL, learn about past and existing partnerships, explore how relationships could grow, and identify how Illinois State might be able to help them address needs. In 2017–2018, staff met with 30 community organizations and held 36 meetings. Staff met with over 20 additional organizations in 2018–2019.

In 2018, the Community Consulting Board, convened by CESL, had its first meeting. The Board is comprised of 12 community agencies and municipalities that represent a wide variety of social issues

and community work. The purpose of the group is to improve cooperation between Illinois State and the community and to explore ways the University can contribute to community problem-solving.

B.2. Does the institution aggregate and use all of its assessment data related to community engagement?
Yes

B.2.1. Describe how the data is used:
If you are using a systematic mechanism for hearing community attitudes, perceptions, and outcomes, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals, and other specific illustrations of application of the community perception and outcome data.

Guided by Illinois State's mission and strategic plan, the Center for Community Engagement and Service Learning (CESL) works to close the assessment loop by analyzing and sharing the data collected to inform decision-making and operations. The inaugural Community Partner Survey conducted on behalf of the University by CESL culminated in a formal report that was posted to CESL's website, presented in two public forums for campus and community audiences, and shared via local media outlets. The survey results continue to direct CESL's work with the community. Some of the priorities that came from the survey included:

- the formation of a community partner consulting board,

- creating online resources for community partners that can be used when collaborating with the University,

- creating online resources for faculty that provide important information community partners want faculty to know when collaborating with them,

- maintaining communication between the University and community organizations with an electronic newsletter,

- creating networking opportunities for faculty and community organizations to explore potential partnerships, and

- offering semi-annual community engagement professional development opportunities for both faculty and community organizations.

Beyond guiding the work of CESL, results of the Community Partner Survey were used in drafting the Division of Student Affairs' strategic plan in terms of how the Division works with community organizations and municipalities. The results of the survey supported the inclusion of goals within the strategic plan that called for increased collaboration with community to benefit not only student learning and experiences but also to create shared and adaptive solutions to meet the needs of both Illinois State and the local community.

Through the self-study conducted in the process of completing the documentation framework for the Carnegie Elective Community Engagement Classification, CESL has been able to stimulate change in both

the Division of Academic Affairs and the Division of Student Affairs as evidenced in the narrative responses throughout this application. Since CESL reports to both Divisions, the priorities and work of CESL have the ability to touch on the academic and co-curricular aspects of the University's work. For example, CESL's work with Student Affairs includes supporting and training student organizations to develop ongoing partnerships with community organizations as opposed to one-time service projects, whereas CESL's work with Academic Affairs includes helping faculty understand the needs of the community and best practices in terms of planning for community engagement in classes.

The implementation of the new institution-wide strategic plan "*Educate Connect Elevate: Illinois State The Strategic Plan for Illinois' First Public University 2018–2023*" began in spring 2019. Work groups were convened to identify the specific metrics that would be used as indicators of success in terms of progress made toward the strategic directions of the strategic plan. The formal community assessment created by CESL is expected to be used as a baseline measure for the University and subsequent assessment cycles will be used to determine progress.

E. *Institutional Communication:*

C.1. Does the institution emphasize community engagement as part of its brand message identity or framework? For example, in public marketing materials, websites, etc.?
Yes

C.1.1. Describe the materials that emphasize community engagement:
Community engagement efforts at Illinois State are publicized in multiple ways and to a variety of audiences. Civic engagement is a core value of the institution and prominent in the University's strategic plan as well as the strategic plan of the Division of Student Affairs. It is a part of the Illinois State University brand and consistently used to describe standards that promote "what it means to be a Redbird" to current and prospective students, employees, and community members.

Illinois State uses a digital news hub for articles, photos, and other digital media. The articles uploaded to the centralized news system are tagged for their connection with civic engagement. All news stories that are tagged "civic engagement" are prominently highlighted on the main News.IllinoisState.edu website as well as the homepages of the Center for Community Engagement and Service Learning (CESL) and American Democracy Project. The University's social media accounts and e-newsletters distributed by units within Illinois State also include these civic engagement stories. An audit of all news stories tagged as "civic engagement" since the news hub's inception in 2014 shows that the number of civic engagement stories has increased fivefold with 130 civic engagement news stories in 2017–2018.

In February 2018, Illinois State's University Marketing and Communications, in conjunction with CESL, published the inaugural edition of the print and digital magazine Redbird Impact. Redbird Impact is a biannual publication devoted to celebrating community engagement and service learning at Illinois State University and promotes the service activities and projects of faculty, staff, and students while highlighting civic engagement opportunities available to the campus community. The University prints 2,500 copies of the magazine to be distributed to various on- and off-campus stakeholders including state legislators, U.S. senators and representatives, presidents of state universities in Illinois, community agencies, and donors. The magazine is placed in kiosks around campus and within the community. The online readership reached over 5,300 readers from February through July 2018. Subsequent editions of the magazine were published in October 2018 and February 2019.

The release of Redbird Impact also launched two new social media hashtags created and maintained by University Marketing and Communications: #STATEyourImpact and #RedbirdImpact. The hashtags can be used for any social media post wherein students, community, or faculty/staff are posting about their community engagement efforts. While still in its infancy, #RedbirdImpact has a social media reach of over 135,000 people with over 1,000 social media engagements from February through August 2018.

Prospective students and faculty/staff alike receive messaging and marketing about the University's core value of civic engagement. Prospective students in 2018 were sent several mailers and email blasts that included service and community engagement initiatives on campus including the Alternative Breaks program. All new faculty/staff are introduced to the core values of the institution in a new employee orientation offered multiple times each year. Presentations include ways for faculty/staff to become engaged in the local community and provide them with on- and off-campus resources to promote the value of civic engagement.

C.2. Does the executive leadership of the institution (Chancellor, Vice Chancellor, Senior Exec, Council etc.) explicitly promote community engagement as a priority?
Yes

C.2.1. Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:
Illinois State University has a long-standing leadership commitment to civic engagement spanning more than a decade. This commitment has been elevated since the installation of the University's current President in 2014. President Larry Dietz raised Illinois State's commitment to its community in his first State of the University address where he announced the formation of a task force that would work to create a center for civic engagement to advance the mission of the University and enhance its partnership with the community. He emphasized that this center would operate with "an outward focus, invite the collaboration and participation of local and state groups and individuals to join our efforts to produce an educated, active, and engaged citizenry." Despite desperate fiscal times in the two years following this address where the State of Illinois was in a budget impasse and state funds were not regularly distributed, President Dietz honored his commitment. The Center for Community Engagement and Service Learning (CESL) opened its doors on the edge of campus and the entrance to the community in 2016, with a ribbon cutting ceremony in 2017.

Since 2016, in more than 50 documented addresses to faculty/staff, alumni, students, legislative committees, and nonprofit/business leaders, President Dietz consistently pointed to Illinois State's commitment to creating engaged graduates and the work of CESL. He also often highlights the University's civic and community engagement initiatives during Board of Trustees meetings and in each of his State of the University addresses since his presidency began in 2014. Additionally, President Dietz highlighted the University's commitment to civic engagement in his statement about Illinois State in the Chronicle of Higher Education's 2018 "Great Colleges to Work For" program.

Not surprisingly, all other members of the executive leadership team, including the Vice President for Academic Affairs and Provost, the Vice President for Student Affairs, the Vice President for University Advancement, the Vice President of Finance and Planning, and college deans, embrace that same value in their public addresses and written communications with various audiences. The University's executive leadership even puts their words into action by engaging in the community. In spring 2018, the Presidential Cabinet toured and volunteered at a community food bank that often partners with the

institution. The University's leaders plan to continue their engagement in the community through service projects with local organizations.

Leadership's commitment to civic and community engagement is demonstrated not only in their personal involvements and public commitments to varied and important audiences but also in the expansion of current and creation of new engagement programs. It is worth noting again that CESL was created in the midst of the worst budget crisis in the history of any state in the United States, and this expansion of services has occurred in a continually stressful budget climate. University leadership truly showed the depth of their commitment to this community in the creation of CESL specifically, and to the development of civically engaged faculty and students broadly.

C.3. Is community engagement defined and planned for in the strategic plan of the institution?
Yes

C.3.1. Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

The University's current strategic plan, "*Educate Connect Elevate: Illinois State The Strategic Plan for Illinois' First Public University 2018–2023*," offers a framework of strategic directions guided by the mission, vision, and core values of the institution. This plan was approved in 2018 and implementation of the plan is currently underway. As a core value of the institution since the formal declaration of its values in its first formal strategic plan in 2000, civic engagement is described as follows:

"Illinois State University prepares students to be informed and engaged global citizens, ethical leaders who will craft, promote, and further positive goals for the betterment of society. The University promotes active learning experiences through which students gain an awareness and understanding of civic engagement as a lifelong responsibility."

Community engagement, a component of civic engagement, is a focus of one of four priorities in the new plan. The strategic direction of "Enrich Engagement" provides three objectives and subsequent action items that prescribe how the University should advance engagement opportunities by fostering partnerships; involving more faculty, staff, and students in outreach; and deepening student engagement activities.

OBJECTIVE: Foster partnerships offering collaborative and mutually beneficial opportunities

- Increase opportunities for alumni, community members, and other partners to create enduring connections that promote knowledge and resource sharing

- Facilitate new partnerships with individuals, businesses, government agencies, and organizations

OBJECTIVE: Involve more faculty, staff, and students in outreach, engagement, and research opportunities locally, regionally, and globally

- Recognize, promote, and encourage civic engagement and service learning

- Enhance the ability of members of the University community to engage with each other, internal and external resources, and University partners

OBJECTIVE: Deepen student engagement in activities that prepare them for lifelong learning and success

- Infuse campus culture with opportunities that cultivate students' understanding of, appreciation for, and commitment to, personal and community well-being

It should be noted that CESL was created under a previous strategic plan of the University that was adopted under past executive leadership. This plan also emphasized mutually beneficial community partnerships. The creation of CESL was a result of the following:

GOAL: Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment

STRATEGY: Strengthen the University's commitment to civic engagement

- Increase curricular and co-curricular initiatives and activities that include civic engagement themes for faculty, staff, and students

- Support programming and ensure long-term viability of community engagement activities

- Increase the number and variety of service learning opportunities

GOAL: Foster an engaged community and enhance the University's outreach and partnerships both internally and externally

STRATEGY: Develop partnerships with business, educational, and government entities that provide learning, financial, and mutually-beneficial opportunities

- Increase opportunities to pursue collaborative applied research that benefits community partners

- Increase the number of opportunities for students' work in the field, including internships, professional development, on-the-job training, and student projects that meet community needs

- Investigate programs that build faculty-community teams that collaborate on applied research projects

F.   *Institutional-Community Relations:*

D.1. Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?
Yes

D.1.1.   Describe how the community's voice is integrated into institutional or departmental planning for community engagement:
The purpose of this question is to determine the level of reciprocity that exists in the institution's engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities.

Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.

The institution's strategic planning task force sought feedback from the community via online surveys and open forums during the development of the new strategic plan. Several objectives and action items in the plan explicitly reference fostering, supporting, or growing collaborative and mutually-beneficial partnerships with community.

Community feedback also influenced the creation of several strategic directions for the strategic plan of the Division of Student Affairs. In focused discussions with community members, a desire for more collaboration was heard. As a result, the Division's strategic plan placed an emphasis on collaboration with community in two strategic directions of the plan.

In the development of the Center for Community Engagement and Service Learning (CESL), community organizations were consulted as to whether a center would be mutually beneficial to campus-community engagement. Many organizations did not want a center to interrupt established relationships with campus. As a result, CESL has brought coordination and a shared purpose to the numerous civic engagement efforts already occurring without interfering with already established partnerships.

Community was also involved in the creation of Illinois State's Campus Compact Civic Action Plan. This plan will guide the civic and community engagement initiatives of the campus for the next five years. The community feedback and insight into the Civic Action Plan Outcomes advised the various indicators of change for the institution's engagement efforts.

The Center for Study of Education Policy (CSEP) brings the results of research into the everyday world of educators, governmental leaders, and policymakers on policy issues affecting all education levels. CSEP staff also work as partners with various municipal and community groups within the county on community and economic development initiatives. One initiative is the Illinois 60 by 25 Network, a state-wide initiative that seeks to reach a state-wide goal of 60 percent of adults having a college/career credential by 2025. The work of all partners is expanding educational opportunities and pathways to enhance the economy, workforce, and community. What began for the CSEP director as a volunteer activity exploring the possibilities of how McLean County could participate in the initiative turned into a campus-community partnership that led CSEP to revise their strategic plan to focus more on education policy and its impacts at a local level.

Individual campus units have over 20 advisory boards involving community members influencing change. Responses from a community board in the Department of Special Education influenced the introduction of a new evaluation framework in student teacher clinical experiences, changing the department's procedures and curriculum which positively impacted both the students and community schools. An existing partnership between Mennonite College of Nursing and a local school district led to another partnership to create a new certificate program for school nurses. After expressing a concern about the shortage of school nurses, the College analyzed the problem and provided funds for a staff member at the school district to develop curriculum for an online program for a school nursing credential.

G. Infrastructure and Finance

E.1. Does the institution have a campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement?
Yes

E.1.1. Describe the structure, staffing, and purpose of this coordinating infrastructure. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:
The purpose of this question is to determine the presence of "dedicated infrastructure" for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability. We expect a description of specific center(s) or office(s) that exist primarily for the purpose of leading/managing/supporting/coordinating community engagement.

Illinois State has three centers with a community engagement mission.

The newest community engagement center, the Center for Community Engagement and Service Learning (CESL), seeks to bring coordination and a shared purpose to the numerous civic engagement efforts occurring across campus and to create new opportunities for collaboration. The scope of CESL's work is broad and involves supporting in- and out-of-class learning experiences that partner with the community. A full-time director, two assistant directors, two coordinators, and an administrative assistant staff CESL, with additional support from undergraduate students and three graduate assistants.

The National Center for Urban Education (NCUE) seeks to enable "Illinois State University and its Urban Teacher Education Pipeline partners to deepen and expand their educational influence on teacher educators, P–12 teachers, and school leaders in and beyond Illinois. [NCUE] demonstrates the value of community-based partnerships with shared educational goals that ultimately impacts the children and families it serves." What began with a grant in 2004 to support a partnership with the Chicago Public Schools in one Chicago neighborhood has evolved into partnerships with 54 Chicago Public Schools in five Chicago neighborhoods, 16 Decatur Public Schools, and four Peoria Public Schools. NCUE provides numerous curricular and co-curricular experiences for all Illinois State students to engage with partnering communities and schools as well as professional development and outreach for urban community teachers. Eleven full-time staff between the three pipeline partnership locations operate the NCUE, including an executive director, three directors, an assistant director, five program managers, and an administrative assistant. On-campus faculty and student workers provide part-time support for NCUE initiatives.

The Stevenson Center for Community and Economic Development began in 1994 as a Peace Corps Fellows Program. The mission of the Stevenson Center is to set cultivate leaders in public service through a unique combination of interdisciplinary coursework, research, professional practice, and community collaboration. It administers interdisciplinary graduate sequences for students pursuing careers in community and economic development and introduced a Peace Corps Prep program for undergraduate students. The Stevenson Center provides direct service to community organizations and municipalities through economic impact analyses and forecasting, grant-writing training, and data management expertise. A part-time director and full-time associate director, program manager, and administrative assistant staff the Stevenson Center. They partner with the Peace Corps, AmeriCorps, City Year, and many community organizations that collaborate with staff and students on initiatives. The

Stevenson Center also partners with five academic units that offer its graduate sequences in applied community and economic development.

CESL works with the Stevenson Center and NCUE to learn about and integrate assessment methods and data and to promote and support each other's work. The Stevenson Center and CESL collaborate on programming. Additionally, CESL provides office space for the Peace Corps campus recruiter, and the Stevenson Center provides additional support for the AmeriCorps member within CESL. NCUE has involved CESL staff in the planning of a new initiative to bring the urban teacher education pipeline to the local Bloomington-Normal community.

E.2. Are internal budgetary allocations dedicated to supporting institutional engagement with community?
Yes

E.2.1. Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:
The purpose of all the questions in this section is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total institutional budget that funds the primary investment and ongoing costs of the infrastructure described in E.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, scholarships and financial aid related directly to community engagement, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service- learning courses in their standard workload.

In fiscal year 2018, Illinois State University allocated approximately $16 million or roughly five percent of its local operating budget funds for public service and community engagement. This figure, which remains relatively consistent from year-to- year, includes public service units operating on campus with the function of serving the community. This includes the University's NPR affiliate public radio station, WGLT; the Stevenson Center for Community and Economic Development; the Illinois Shakespeare Festival; Conference Services which coordinates the Senior Professionals Program for retired and semi-retired individuals from Central Illinois; TechZone Support Services; the Speech and Hearing Clinic; and the Center for Mathematics, Science, and Technology. The budget allocation also includes the operating and programming budgets and salaries for the Center for Community Engagement and Service Learning (CESL). CESL has permanent budgeted funding allocated by the Division of Student Affairs and the Office of the Provost within Academic Affairs of $656,600. An additional $190,000 was expended in fiscal year 2017 to refurbish and repair the building where CESL currently resides.

Other permanent internal funding for community engagement not included in the above figure comes from the Vice President of Academic Affairs and Provost's Office for the Senior Professionals programming and the American Democracy Project. Senior Professionals is a membership-based organization of retired/semi-retired individuals from the community with or without prior association with the University. The Provost's Office also supports the American Democracy Project with allocations of $45,500 for student programming and education as well as faculty professional development in the areas of civic and community engagement.

E.3. Is external funding dedicated to supporting institutional engagement with community?
Yes

E.3.1. Describe specific external funding:
These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or federal/state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

Most external funding for community engagement comes from external public, private, and government grants, with additional funding coming from private donor support.

In fiscal year 2018, Illinois State's Office of Research and Sponsored Programs reported approximately $3 million in awarded grant funds, or around 12 percent of all awarded grant funds, were used for public service benefiting the community outside the University campus. This figure does not include grant award disbursements from previously awarded multi-year grants. Examples of multi-year grants continuing in fiscal year 2018 are detailed below.

- The National Center for Urban Education received an award of $1,760,250 from the U.S. Department of Education for the fourth year of its Using Research Based Actions to Network Cities Engaged in New Teacher Education Reform (URBAN CENTER) program. URBAN CENTER creates an integrated, comprehensive system of urban teacher recruitment, preparation, and induction/mentoring to strengthen a pipeline model that recruits and prepares 500 high-quality teachers for the highest-need districts in Illinois where teacher attrition is endemic and student achievement remains persistently low.

- The Mennonite College of Nursing receives $75,000 annually from State Farm Companies Foundation. Those funds, as well as internal college funds, finance its America's Promise School Project which supports health promotion and learning activities in 23 K–12 school sites located across six school districts within three counties in Central Illinois.

- A $5 million grant from the U.S. Department of Health and Human Services' Administration for Children and Families was awarded to a faculty member in the Department of Family and Consumer Sciences to provide resources for at-risk youth in Champaign-Urbana, Illinois. The grant assisted with the creation of the Champaign Area Relationship Education for Youth (CARE4U) program that works with various community agencies to help at-risk youth between the ages of 15 and 24 with relationship education, job readiness, and financial management skills in order to enhance well-being and support successful adulthood transitions.

The Stevenson Center for Community and Economic Development received over $250,000 in external funding for its programming, research, and student stipends related to community and economic development efforts, as well as AmeriCorps and Peace Corps, in fiscal year 2018.

Illinois State also receives private donor funds to support community engagement and outreach efforts including the Illinois Art Station (a traveling visual arts program that provides children, youth, and families transformative hands-on learning experiences through art), Alternative Breaks, the Stevenson Center for Community and Economic Development, the Center for Community Engagement and Service Learning, WGLT (local NPR affiliate station licensed to the University), Illinois Shakespeare Festival (College of Fine Art's premier professional Shakespearean theatre), Horticulture Center (Department of Agriculture's outdoor classroom and public gardens), Ewing Cultural Center (historic manor, gardens, and theatre make up this property bequeathed to the Illinois State University Foundation), and

University Galleries (College of Fine Art's art gallery). In total, the University received $544,390 in funds from donors to support these community engagement and outreach initiatives in fiscal year 2018.

E.4. Is fundraising directed to community engagement?
Yes

E.4.1. Describe fundraising activities directed to community engagement:
Please describe institutional fundraising goals and activities pursued by offices of advancement, development, alumni, or institutional foundations that are focused on community engagement. Student fundraising activities in support of community engagement may be included.

Illinois State University's Division of University Advancement provides fundraising, alumni engagement, and advancement and foundation operations. University Advancement supports the Illinois State University Foundation, which is a not-for- profit organization that manages private gifts given to the University, ensures gifts are used as the donors intended, and confirms that the use of funds is consistent with the mission of the University.

"Redbirds Rising: The Campaign for Illinois State" is a $150 million fundraising initiative that began its quiet phase in 2013, went public in 2017, and will conclude in 2020. This is the most ambitious effort to raise private funds in the University's history. The campaign seeks to elevate Illinois State by supporting three pillars: Scholarship Rising, Leadership Rising, and Innovation Rising. The Leadership Rising campaign pillar seeks to support programming and experiential learning opportunities for students. The campaign commitment for the Leadership Rising Pillar states: "The University prepares students to be tomorrow's leaders, graduating globally aware and socially engaged citizens. Additional funds will provide students with the opportunity to get involved in leadership programs, campus diversity initiatives, international education, and service-learning projects." Additionally, the Division of Student Affairs has listed the Center for Community Engagement and Service Learning (CESL) and Alternative Breaks as a funding priority for Redbirds Rising.

Fundraising around specific community engagement programs is also in place. CESL's Alternative Breaks program staff works with the Assistant Director for Annual Giving and Alumni Engagement within the Division of Student Affairs on fundraising efforts to offer scholarships to students participating in spring, winter, or summer Alternative Break trips. In spring 2019, the Telefund Center (one of the main fundraising engineers for the University) made a focused effort of contacting potential donors to secure gifts for the Alternative Breaks program.

E.5. Does the institution invest its financial resources in the community and/or community partnerships for purposes of community engagement and community development?
Yes

E.5.1. Describe specific financial investments and how they are aligned with student engagement strategy:
In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/campus partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development project, etc. (Do not include PILOT payments unless they are specifically designated for community engagement and community development.)

As a state institution, Illinois State is limited in how it can financially invest in the community; however, engagement efforts are financially supported by the University by providing supplies, transportation, and additional resources for programs and projects that engage with and benefit the community. If supplies are needed in order to work with a community organization, such supplies are typically granted and often remain with the organization. Additionally, mattresses from residence halls are donated to local organizations each summer. In 2018, three organizations received 1,100 mattresses.

The organization paid $1 for the mattresses to abide by property control policies. Student groups often volunteer to load mattresses for organizations.

Illinois State invests both dollars and in-kind resources to community development efforts. The University has an ongoing mutually beneficial relationship with the Town of Normal as evidenced by the many projects both entities completed together. In the Town of Normal's 2017 comprehensive plan, the McLean County Regional Planning Commission highlighted 31 partnerships between Normal and Illinois State. Several long-term investments contribute to and enhance the local community while also improving engagement opportunities for students.

- Led by Illinois State, individuals from six organizations developed a grant proposal to create the Central Illinois Regional Broadband Network. The $17.6 million grant led to the formation of a Limited Liability Company (LLC) to facilitate the installation of high-speed, low-cost internet connections to communities in Central Illinois. This brought quality internet connectivity to 19 communities in six counties since 2013.

- The University contributes nearly a quarter of the annual operating revenue for the local transportation infrastructure, Connect Transit, serving the Bloomington-Normal community. The transit system connects 2.2 million riders annually to work, school, local businesses, and community services.

- In 2016, the University and the Town of Normal partnered to bring a new fire station closer to campus and to an area that would improve emergency response times for the surrounding campus and community.

- In 2015, an agreement between the University and Normal granted shared use of each other's Emergency Operations Centers that are used to coordinate responses to emergencies and disasters. This partnership leverages each entity's investment in and commitment to coordinated public safety response.

- The Town and University also partnered to bring a new University art gallery to a newly revitalized multi-use district. Completed in 2014, University Galleries sits at the ground level of the Town of Normal transit station and city offices, situated across the street from campus. University Galleries is maintained by Illinois State staff and is open to the community with free admission and is also used for community events such as candidate forums for elections.

- The University enhanced student and community access to Constitution Trail, a 45+ mile hard-surfaced trail that runs throughout the Bloomington-Normal community (and surrounding rural towns). Illinois State enhanced access to the north side of town by providing an additional three miles of the trail with lighting, signage, and security features connecting Uptown Normal to Heartland Community College.

E.6. Do the business operations of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement?
Yes

E.6.1. Please describe business operation practices tied to the local community:
This question is asking specifically about how the campus practices in the areas of recruitment, hiring, purchasing, and procurement align with and are an intentional complement to the institutional commitment to community engagement. This can include programs to encourage/support minority vendors, among many other practices. These institutional practices contribute to the context for successful community engagement.

The Bloomington-Normal Economic Development Council lists Illinois State University as the second largest employer in the area. Moreover, the University is active in all local job fairs and posts all employment openings in local newspapers and at the Western Avenue Community Center, which is a local non-profit organization.

As a public, state university, Illinois State is governed by state purchasing and procurement laws. The Business Enterprise for Minorities, Females, and Persons with Disabilities Act established in late 2017 encourages continuing economic development of community businesses owned and operated by minorities, women, or persons with disabilities. This Act promotes open access in the awarding of State contracts for work to disadvantaged small businesses that had been historically victimized by prior discriminatory procurement practices.

The new procurement law as stipulated by the Business Enterprise for Minorities, Females, and Persons with Disabilities Act (found in legal statute 30 ILCS 575) states:

"It is hereby declared to be the public policy of the State of Illinois to promote and encourage each State agency and public institution of higher education to use businesses owned by minorities, women, and persons with disabilities in the area of goods and services, including, but not limited to, insurance services, investment management services, information technology services, accounting services, architectural and engineering services, and legal services. Furthermore, each State agency and public institution of higher education shall utilize such firms to the greatest extent feasible within the bounds of financial and fiduciary prudence, and take affirmative steps to remove any barriers to the full participation of such firms in the procurement and contracting opportunities afforded…"

Additionally, the statute states the "aspirational goal to use such firms owned by minorities, women, and persons with disabilities as defined by this Act…for not less than 20% of the total dollar amount of State contracts."

Illinois State is actively working to fully institute the law in order to further support the economic and community development of the state and region.

H. Tracking, Monitoring, Assessment

F.1. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?
Yes

F.1.1. Describe systematic campus-wide tracking or documentation mechanisms:

The purpose of the questions in this section is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence and use is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a database, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community- based research projects, etc.

The creation of the Center for Community Engagement and Service Learning (CESL) provided Illinois State with the staff and capacity needed to develop and maintain sustainable campus-wide tracking of community engagement that was previously not aggregated or maintained.

In its relatively short tenure, CESL has worked to bring together all existing community engagement data sources to serve as a data repository. This data is combined to aid in policy decision-making around community engagement efforts as well as to understand Illinois State's impact on community.

The following are preexisting data sources from which CESL retrieves data:

- Annual collection of Student Affairs activities, as part of Illinois State's membership as a National Association of Student Personnel Administrator's (NASPA) Civic Learning and Democratic Engagement (CLDE) Lead Institution;

- American Democracy Project's (ADP) annual report;

- The College of Arts and Sciences civic engagement "tag" within its faculty productivity software to track faculty engagement;

- Research and Sponsored Programs database that identifies grants that have "community impact/benefit";

- Faculty who participated in the (Re)Design Your Course for Civic Engagement workshop through the Center for Teaching, Learning, and Technology and the specific classes that were redesigned are tracked by ADP and the Civic Engagement minor;

- The National Center for Urban Education tracks and assesses classes and faculty that participate in their urban course redesign; and

- University Athletics community service and fundraising efforts.

Gaps became evident in the community engagement data when all preexisting sources were brought together. There was a particularly limited understanding of curricular community engagement. As a result, annual community engagement reporting of academic units began shortly after CESL began

operations. The inaugural reporting mechanism asked college deans, department chairs, and school directors to compile faculty community engagement efforts involving students in a spreadsheet requesting basic information about the class, community organization, and project.

The following year this process resumed with an online form, a broader scope to include all civic engagement, and more specific questions about the community engagement experience, community organization(s) involved, number of students, nature of the engagement, hours of service, social issue(s) addressed, and applicable student learning outcomes. This form was linked to CESL's homepage and was open to all faculty and staff. Deans/Chairs/Directors encouraged faculty to participate with support of the Provost. Student Affairs began using this form as well for its civic engagement reporting.

A new internal application was developed and available in 2019 for faculty and staff to log in, report, and maintain a record of their civic and community engagement efforts over time. This new application creates a cohesive database on the back end with a user-friendly reporting interface at the front end.

Campus is also in the process of purchasing a campus-wide faculty productivity software. Currently, not all of the seven colleges use the same product to report faculty productivity. The adoption of a campus-wide software will allow for uniform reporting and the opportunity to include reporting of faculty civic and community engagement initiatives and scholarship.

F.2. Does the institution use the data from those mechanisms?
Yes

F.2.1. Describe how the institution uses the data from those mechanisms:
For each mechanism or process described in F1.1 above, we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fundraising stories, and/or the reward and recognition of faculty, students, or partners.

The data is compiled into annual reports that are distributed to numerous stakeholders for various purposes.

All academic colleges, departments, and schools, as well as all units within the Division of Student Affairs, receive annual student civic engagement reports that provide quantitative analysis concerning engagement opportunities provided to students within their units in the past year. Reports were used by academic administrators to set community engagement goals for a specific unit. Additionally, administrators used the data in public presentations to demonstrate their commitments to civic and community engagement. College deans have used data from these reports in their academic budget proposals, for verification and validation of departmental and school community engagement initiatives, and for promoting their college to stakeholders and donors. As more data is collected over time, the reports will become more robust and allow for more analysis that is useful to administrators. The Assistant Director for Assessment, Data Management, and Grant Writing within the Center for Community Engagement and Service Learning (CESL) has and continues to follow up with deans, directors, and chairs for suggestions on modifications to the reports to best fit their needs as far as how they intend to use the data.

All data collected is reviewed for potential inclusion in marketing publications such as Redbird Impact, the online ISU News hub, and social media. The most recent annual student civic engagement report was shared with the campus community via the ISU News hub.

Illinois State University's strategic plan, "*Educate Connect Elevate: Illinois State The Strategic Plan for Illinois' First Public University 2018–2023*," is in its first full year of implementation. Units and departments across the University are using the plan's strategic directions, objectives, and actions as a guide in their daily operations and future directions. A university- wide strategic planning team annually reports on the strategic plan's progress, including civic engagement initiatives and accomplishments. The Assistant Director of Planning and the Director of the University's Office of Planning, Research, and Policy Analysis (the University office responsible for coordinating and facilitating University planning initiatives) has confirmed that CESL will be included in the process for identifying metrics that will inform the institution of its progress toward meeting the strategic plan's goals related to community engagement. These campus-wide data mechanisms and reports are expected to be included in the assessment plan.

F.3. Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?
Yes

F.3.1. Describe the definition and mechanisms for determining quality of the community engagement.
The current mechanism for measuring the quality of community engagement, specifically as it relates to campus-community partnerships, involves interviews with community organizations and the Community Partner Survey (detailed in the response to question II.B.1.). Both interviews and the Community Partner Survey use the principles of sustainable, reciprocal, and mutually-beneficial campus-community partnerships of the Community-Campus Partnerships for Health (CCPH) as well as best practices for campus-community partnerships recommended by service learning scholar Barbara Jacoby. Through both assessments, community organizations were asked whether their partnerships with the University involved shared benefits, a clear purpose, agreed upon goals and outcomes, processes for accountability, clear and open communication, a value of multiple kinds of knowledge and experiences, continuous feedback and adjustments, agreed upon decision-making and conflict resolution strategies, balanced/equitable use and share of resources, and opportunities for celebrating success. Partnerships that ranked low on the CCPH standards and/or had written about a concern in an open-ended response, were contacted by Center for Community Engagement and Service Learning (CESL) staff for further discussion.

A collection of web-based resources for faculty is near completion and will be available to the campus community via CESL's website in 2019. These resources explain the principles of quality community engagement and share best practices when partnering with the community. Within these resources are sample partnership assessments faculty can use to gauge the quality of their short-term and long-term partnerships. Similar resources are also available for community partners within the "Community" section of the CESL website. Various resources and information about quality partnerships are also highlighted in the quarterly newsletter for community partners.

F.4. Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact of institutional engagement?

Yes

The next series of questions will ask you about Outcomes and Impacts. Outcomes are the short-term and intermediate changes that occur in learners, program participants, etc., as a direct result of the community engagement activity, program, or experience. An outcome is an effect your program produces on the people or issues you serve or address. Outcomes are the observed effects of the outputs on the beneficiaries of the community engagement. Outcomes should clearly link to goals. Measuring outcomes requires a commitment of time and resources for systematic campus-wide tracking or documentation mechanisms for the purposes of assessment. Outcomes provide the measurable effects the program will accomplish. When outcomes are reached new goals or objectives may need to be set, but when outcomes are not achieved it may be time to reassess. Impacts are the long-term consequence of community engagement. Impacts are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes. While it is very difficult to ascertain the exclusive impact of community engagement, it is important to consider the desired impact and the alignment of outcomes with that impact. Furthermore, institutions can and should be working toward some way of measuring impact as an institution or as a member institution of a collective impact strategy.

For each question in this section, please answer for outcomes and impacts.

The purpose of the questions is to assess the sustainability of engagement at your institution by looking at your approaches to estimating outcomes and impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Outcome and Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement in collaboration with community partners. Thus, there is potential for both expected outcomes and impacts and unintended consequences, as well as positive and negative impacts.

For each constituent group identified below we are asking for a description of the mechanism for ongoing, regularly conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.

F.4.1. Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus- wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.

University Assessment Services (UAS) coordinates the assessment of the learning outcomes of the general education curriculum. The general education program requires students to take 13 courses from 11 categories. The Individuals and Civic Life (ICL) category prepares students to function responsibly in a civic environment and understand interrelationships among people, political structures, and other dimensions of society. These courses stimulate students to ponder social responsibility and their role as

educated citizens. Completion of ICL courses prepares students for community engagement experiences in later coursework. A new assessment plan developed in 2014 established an annual rotating cycle of reviewing categories of general education. UAS collects both direct and indirect measures to assess learning outcomes.

Direct measures are samples of student artifacts assessed with rubrics by a faculty committee. Indirect measures include syllabi audits and survey data from the National Survey of Student Engagement (NSSE) and alumni surveys. These measures are analyzed and shared with the Council on General Education (CGE) for program improvement.

The NSSE, conducted by UAS and distributed every three years, has shown meaningful trends in civic and community engagement among students. UAS compiled a report on student civic engagement in 2018 based on 2016 NSSE results. It showed 48 percent of first-year students participated in a community-based project in a class compared to 60 percent of senior level students, showing most students are engaging in the community before graduation. The spring 2019 administration of the NSSE included the elective civic engagement module.

The alumni survey conducted by UAS of alumni one and five years after graduation captures student outcomes as a result of institutional engagement. Previous administrations of the survey included questions on civic participation; however, over time the questions were removed due to an attempt to increase response rates by reducing the number of survey items. The establishment of the Center for Community Engagement and Service Learning (CESL) led to reinstatement of the questions in 2019. Results will be provided to CESL.

Each semester, CESL staff and faculty researchers assesses classes redesigned for civic engagement. Faculty are recruited to have their classes participate in a pre- and post-test assessment of student civic engagement knowledge, skills, motivation, and behaviors. About ten classes participate each semester. The assessment surveys examine: political ideology and affiliation; civic concern, knowledge, and motivation; and civic efficacy, skills, and behavior. Results continually show significant gains in student learning, motivations, and anticipated civic behaviors.

In 2017–2018, CESL worked with UAS, Student Affairs, and Academic Affairs to develop Illinois State's Civically Engaged Graduate Learning Goals and Rubrics. The learning goals and rubrics are being used by CESL and units within Student Affairs. The goals and rubrics were presented to CGE in fall of 2018 at the invitation of the Associate Provost for Undergraduate Education because the Civically Engaged Graduate Learning Goals specifically address core values of the institution and align with the current general education learning outcomes. CGE's knowledge of these learning goals is essential when any updates to the general education curriculum are considered.

F.4.2. Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts:
First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications, or similar sources. Include descriptions of the methods used for faculty from all employment statuses. Mechanisms used might include but are not limited to hiring protocols, compensation policies, orientation programs, etc. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.

In 2017, the National Center for Urban Education (NCUE) began performing summative and formative assessments with faculty who participated in their Course Development Grant (CDG) program. The CDG program is intended for faculty who instruct teacher education courses and involves the faculty member redesigning an existing course to better prepare future teachers for the realities of urban and high-need educational settings. All CDG participants are expected to also include an urban clinical/field experience in their class with one of NCUE's partner communities (Chicago, Peoria, or Decatur) including both a school and a community organization. Prior assessments of this 10-year-old program only included student outcomes and impacts. This new assessment involves faculty outcomes and impacts and provides NCUE with more information about how to better support its faculty as well as how impactful the process was for participating faculty members.

CDG assessments involve pre- and post-test measures of attitudes toward urban education, diversity, and teacher multicultural awareness. The post-test measure also includes qualitative responses to learn how the CDG program impacts faculty in terms of their experience in the program as well as how they may apply their experiences in the program to their teaching and scholarship. Key findings from the 2017–2018 Grantee Cohort show an overall increase in appreciation for, understanding of, and attitude toward urban education and multiculturalism. When asked how the grantees plan to include urban community and cultural contexts in their courses, one grantee said:

"Equity and diversity (race, economic, gender, cultural, linguistic) will be the focus of all conversations in [specific course]. While the course introduces teacher candidates to concepts of literacy, we will explore through the lens of social justice education. Community units will support students in exploring literacies through [an] asset-based perspective."

One grantee explained the most beneficial part of the CDG program was, "Spending time talking with community partners…There were several community members who spoke about their work that reinvigorated my commitments for this work."

Additionally, the (Re)Design Your Course for Civic Engagement workshop through the Center for Teaching, Learning, and Technology (in conjunction with the American Democracy Project and Center for Community Engagement and Service Learning) also follows up with faculty after their course redesign experience. As part of the tracking and monitoring of community engagement classes, faculty who go through the redesign workshop are contacted each semester to identify whether they will be teaching their class with a civic or community engagement focus. They are also encouraged to share if they have applied the learning in their workshop to other classes they teach. Of the faculty who were teaching their redesigned class during the 2017–2018 school year, nearly three quarters indicated that they continue to teach the class with civic engagement learning outcomes and pedagogical strategies. Of those, nearly one quarter indicated they had redesigned at least one other class with a civic engagement pedagogy since they had participated in the workshop.

F.4.3. Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Community Outcomes and Impacts as it relates to community-articulated outcomes:
First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Describe how the campus has responded to community-articulated goals and objectives. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports, and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.

The Center for Community Engagement and Service Learning's (CESL) Community Partner Survey, administered for the first time in 2017, includes questions that focus on past and current campus-community partnerships, an evaluation of those partnerships using the standards established by the Campus Community Partnership for Health (CCPH), an assessment of community organization and overall local community needs, and inquiries as to how community organizations track and assess their own projects and volunteers.

In the survey, community organizations were asked to respond to statements by rating their level of agreement as to whether the campus-community partnership CCPH standards were evident in their longest lasting partnership with the University. The length of the partnerships ranged from one semester to 24 years indicating that some organizations may had only just begun partnering with the University, or the maintenance of campus-community partnerships had not been successful. Overall, community organizations responded favorably. Notable findings from this section of the survey indicate improvements in planning for the partnerships and establishing agreed upon goals, values, measurable outcomes, and processes for accountability are needed. CESL staff have used the findings from the rating of CCPH standards to inform the development of programs for faculty and community organization professional development and to guide CESL's work and interactions with faculty, staff, students, and community organizations alike.

The survey served as a complement to the individual community organization interviews and meetings with CESL staff beginning in 2017 and the establishment of the Community Consulting Board (CCB) in 2018. The combination of these set the priorities for the 2018–2019 academic year.

Modifications to the Community Partner Survey will be piloted with a small group of community organizations in 2019 and occur on a rotation so that each identified community organization is contacted every three years. These modifications will include a mixed-methods approach to better assess campus-community partnerships and community impact and outcomes. CESL is also using current data collection and information-gathering systems and adding a few questions. This was most recently done to the post-project organization follow-up interview CESL staff has with its community organizations. New questions in 2018 asked agencies about the impact the partnership has had on their organization and what outcomes they were able to accomplish as a result. Once research has been completed, CESL staff will consult with the CCB on next steps.

Illinois State University's strategic plan, "*Educate Connect Elevate: Illinois State The Strategic Plan for Illinois' First Public University 2018–2023*," is in its first full year of implementation. Units and departments across the University are using the plan's strategic directions, objectives, and actions as a guide in their daily operations and future directions. A university- wide strategic planning team annually reports on the strategic plan's progress, including civic engagement initiatives and accomplishments. CESL staff will be included in the process for identifying metrics that will inform the institution of its progress toward meeting the strategic plan's goals related to civic and community engagement. CESL's community impact and outcomes assessment work is expected to be included.

F.4.4. Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts:
First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures, performance measures, program review, budget reports, self studies, etc. This section is where you may report measurable benefits to the

institution such as image, town-gown relations, recognition, retention/recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.

Previous campus-wide self-studies conducted between 2013 and 2015 revealed the University lacked the infrastructure and dedicated staff to sustain preexisting civic engagement efforts. The creation of the Center for Community Engagement and Service Learning (CESL) in 2016 addressed the concerns from those assessments and allowed for even more sustainable civic and community engagement efforts.

Since CESL is still relatively, campus-wide systematic assessment processes on outcomes and impacts related to the University's community engagement are not fully developed. Additionally, the new University strategic plan may dictate new or revised assessment mechanisms once fully implemented. As a result, CESL has utilized the student civic engagement data reporting system to begin tracking and monitoring curricular and co-curricular civic and community engagement experiences with students. While note completely pervasive across Illinois State's decentralized campus, the tracking and monitoring system provides quantitative and qualitative data on the civic engagement efforts of faculty, staff, and students that had not been previously captured on a continual basis. This data is important for understanding the University's reach or impact in the community as well as student learning and developmental outcomes. The 2017–2018 student civic engagement reports included representation from all of the academic colleges and departments/schools, indicating that some form of civic engagement was taking place in all academic areas of the institution.

Information gleaned from community organizations through interviews and the Community Partner Survey indicated that the establishment of CESL was pivotal to the University's commitment to its community. Organizations felt that CESL makes it easier than ever before for the community to access and work with Illinois State.

Illinois State University's strategic plan, "*Educate Connect Elevate: Illinois State The Strategic Plan for Illinois' First Public University 2018–2023*," is in its first full year of implementation. Units and departments across the University are using the plan's strategic directions, objectives, and actions as a guide in their daily operations and future directions. A university- wide strategic planning team annually reports on the strategic plan's progress, including civic engagement initiatives and accomplishments. CESL staff will be included in the process for identifying metrics that will inform the institution of its progress toward meeting the strategic plan's goals related to civic and community engagement. Part of this process will be to identify and/or create assessments that demonstrate specific institutional outcomes and impacts.

F.5. Does the institution use the data from these assessment mechanisms?
Yes

F.5.1. Describe how the institution uses the data from the assessment mechanisms:
Using examples and information from responses above, provide specific illustrations of how the impact data has been used and for what purposes.

Several examples of the way impact data have been used are listed below:

- The priorities and values of the University President, in combination with results from various self-studies conducted between 2013 and 2015, culminated in the creation of the Center for

Community Engagement and Service Learning (CESL) in 2016. The creation of CESL resulted in the development of a new ongoing data collection system, an increase in the emphasis placed on the core value of civic engagement by senior administrators, and increased communication and collaboration with community organizations.

- Results from Community Partner Survey and subsequent community organization interviews have set the priorities for CESL and called for the creation of a Community Consulting Board.

- Assessment data from the Course (Re)Design for Civic Engagement workshops is used in multiple ways. Faculty whose classes participate in the pre-/post-test surveys are provided with the survey results to be used as evidence of student learning in their productivity reports/portfolios. Data is also shared with the Center for Teaching, Learning, and Technology for programmatic updates and/or improvements.

- Civic engagement-related metrics collected and tracked from the University's former strategic plan, in concert with campus and community input, led to a stronger presence of campus-community collaborations within the University's new strategic plan.

F.6. In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?
Yes

F.6.1. What was the nature of the assessment, when was it done, and what did you learn from it? Describe how you used specific opportunities and tools for assessing community engagement on your university (opportunities might be a strategic planning process, a re-accreditation process, the self-study and external review of a centre for community engagement, or others; tools might be the ERA Engagement and Impact assessment data; The Voice Survey; Reptrak Survey; SAGE/Athena SWAN data as example sources.
The University has undergone several campus-wide assessments of civic and community engagement aimed at advancing its work.

Beginning in January 2015, a task force was developed as a result of a Presidential directive to establish a center for civic engagement. The task force benchmarked civic engagement centers at other institutions and used those best practices and organizational models to develop an aspirational model for Illinois State's own center. Beyond that research, the task force also interviewed campus faculty, staff, students, and local community organizations to explore what they felt the center should accomplish, what concerns they had about the creation, and what they felt the overall model should look like. The research of the task force culminated in a report presented to the President, the Provost, and the Vice President for Student Affairs, which highlighted their recommendations for the University's first center for civic engagement. The realization of the task force's work came in 2016 when physical space was renovated and staff were hired to begin operating the Center for Community Engagement and Service Learning (CESL).

In 2015 and 2016, the Interim Director for CESL completed the Campus Compact Annual Membership Survey. During this process, the interim director reached across the institution to answer questions related to the community and civic engagement work occurring across campus.

In 2017, Illinois State's President signed the Campus Compact's 30th Anniversary Action Statement that prompted the development of the University's first Civic Action Plan. This initiative was led by a small

group of faculty and staff that consulted across the University and community to determine how Illinois State could fulfill the commitments set forth by Campus Compact. The Civic Action Plan was endorsed by the Academic Senate and is now in its implementation phase.

The University participated in the National Inventory for Institutional Infrastructure on Community Engagement (NI³CE) in spring 2018. This Inventory included the three centers on campus that have community engagement as one of the core foci of their work: CESL, the Stevenson Center for Community and Economic Development, and the National Center for Urban Education. Results from the inventory were received in spring 2019. Many of the lower scoring categories have elements that were already addressed by CESL in the last year.

I. *Faculty and Staff*

G.1. Does the institution provide professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who engage with community?
Yes

G.1.1. Describe professional development support for faculty in any employment status and/or staff engaged with community:

Most universities offer professional development – what is being asked here is professional development specifically related to community engagement. Describe which unit(s) on campus provides this professional development, and how many staff participate in the professional development activities that are specific to community engagement.

Illinois State's Center for Teaching, Learning, and Technology (CTLT) offers professional development services and resources to support educators. CTLT provides course design support, faculty teaching and learning communities, and grant opportunities specifically for civic and community engagement.

- Offered each summer since 2010, the (Re)Design Your Course for Civic Engagement workshop is a multi-week, cohort- based learning opportunity where any rank of faculty learns civic and community engagement pedagogical strategies and assessment practices, participates in a tour of local community organizations, networks with local organizations, and revise syllabi and class activities to include intentional civic engagement learning outcomes. The workshop is conducted in partnership with the American Democracy Project (ADP), the Civic Engagement and Responsibility minor, and most recently, the Center for Community Engagement and Service Learning (CESL). Five to ten faculty participate in the workshop every summer and receive stipends. Due to the uniqueness of this community where multiple universities reside in and engage with the same community, the summer 2018 workshop partnered with the local private college, Illinois Wesleyan University, and included their community engagement staff and four faculty. There are plans for the workshop to also partner with Heartland Community College in future workshops. In total, 61 faculty have participated in the workshop and 62 classes have been redesigned.

- Teaching-Learning Communities (TLCs) are small groups of any rank faculty/staff (between five and twelve members) who meet regularly each semester to discuss specific topics. CTLT provides funding for books and materials. A new Community Engagement TLC was developed in 2018 in partnership with CESL. The TLC members read and discussed the book Publicly Engaged

Scholars. Other TLCs have focused on global teaching, creating inclusive environments, and service learning pedagogies.

- Community Engagement Learning Grants provide financial support for faculty of any rank or instructional staff who wish to incorporate community engagement into student curricular experiences. ADP funds these grants that reimburse expenses directly associated with course-based community engagement work such as travel expenses and workshop fees.

ADP offers Civic Engagement Grants in conjunction with the Senior Professional program (a membership-based organization of retired and semi-retired individuals from Central Illinois sponsored by Illinois State). Grants fund faculty/staff and student civic engagement projects aimed at improving or educating within the community.

The College of Education offers significant community engagement professional development opportunities for its faculty. Its National Center for Urban Education (NCUE) offers Course Development Grants (CDG) to integrate urban content and context into existing curricula. Since its pilot in 2006, the CDG program has redesigned 86 courses. One component of CDG has faculty partake in residency trips to learn about the social, cultural, and educational opportunities available in NCUE partner communities and neighborhoods. Faculty that redesign their course for urban teacher preparation also agree to take students to visit the urban partner communities and engage with the partner communities and schools. The grants also provide ongoing support for travel expenses associated with taking students on the immersion experiences.

G.2. In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
Facilitation of partnerships	Yes	Yes	Yes	Yes
Student teaching assistants	No	No	No	Yes
Planning/design stipends	Yes	Yes	Yes	No
Support for student transportation	Yes	Yes	Yes	No
Eligibility for institutional awards	Yes	Yes	Yes	No
Inclusion of community engagement criteria; Career	Yes	No	No	No

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
progressions; Research expectation; Workload models				
Program grants	Yes	Yes	Yes	Yes
Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
Research, conference, or travel support	Yes	Yes	Yes	Yes
Other	Not applicable	Not applicable	Not applicable	Not applicable

G.2.1. If Yes to "Other": Please describe other support or services:
Not applicable.

G.3. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement?
No

G.3.1. Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:
While the University does not have institution-wide search or recruitment policies or practices designed to encourage the hiring of faculty and staff with expertise in and commitment to civic and community engagement, many individual units incorporate experience with civic and community engagement as a desired (and in some cases required) criteria in position descriptions.

For example, the School of Teaching and Learning and the National Center for Urban Education within the College of Education have a community engagement requirement for their clinical coordinators.

One of these positions posted within the last year was to work with the Chicago Public School District Secondary Professional Development Schools (PDS) which offers student teachers year-long clinical and student teaching experiences. The position is active in "working with community based organizations and providing professional development workshops for partner schools." Therefore, a qualification of the position was for the candidate to have experience working with community organizations and schools.

Three faculty postings for the 2019–2020 school year within the Department of Special Education provide the following desired qualification of candidates: "Individuals with experience in culturally responsive pedagogy or civic engagement are strongly encouraged to apply."

Many other units do not necessarily post qualifications for candidate experience with community or civic engagement, they reportedly consider the candidate's civic engagement experience when screening and selecting candidates because it is a core value of the University. Additionally, the interim director of the Center for Community Engagement and Service Learning has met individually and collectively with college deans to encourage colleges to include community engagement experience as a desired qualification during the search/recruitment/hiring of new faculty as a means to "attract and retain exceptional faculty and staff" and "involve more faculty, staff, and students in outreach, engagement, and research opportunities locally, regionally, and globally" which are two objectives of the University's new strategic plan: "*Educate Connect Elevate: Illinois State The Strategic Plan for Illinois' First Public University 2018–2023*."

G.4. Are there institutional-level policies for academic promotion that specifically reward scholarly work that uses community-engaged approaches and methods? If there are separate policies for staff of different employment status (continuing, fixed-term, casual) please describe them as well.
No

G.4.1. Use this space to describe the context for policies rewarding community-engaged scholarly work:
"Academic scholarly work that uses community-engaged approaches and methods" refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of staff roles.

Characteristics of community engagement include collaborative, reciprocal partnerships and public purposes. Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field. Universities often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community-engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship. In response to this question, if appropriate, describe the context for these policies; e.g., that the university went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement.

The most recent Faculty Appointment, Salary, Promotion, and Tenure (ASPT) policies approved by the Faculty Caucus of Academic Senate and enacted in 2017 states: "The faculty and administration recognize that a successful faculty evaluation system is embedded in the context of the University mission statement. Illinois State University is a multi-purpose university committed to expanding the horizons of knowledge and culture among students, colleagues, and the general citizenry. In order to accomplish the University mission, accommodate the diversity among disciplines, and recognize the expertise of each faculty member, the faculty evaluation system emphasizes the primary faculty roles in three mutually supportive categories: teaching, scholarly and creative productivity, and service."

The University provides general evaluation guidelines and evidence for teaching, scholarly and creative productivity, and service, but allows and expects each department/school to shape the criteria to reflect

the uniqueness of its discipline and its own identity, mission, and culture. Moreover, University Guidelines and Criteria for Faculty Evaluation state: "The activities referred to in this section are illustrative rather than prescriptive."

Faculty are able to and have successfully included their community engaged teaching, scholarly work, and service activities in their ASPT documentation. While community engaged practices are not listed as examples of teaching or scholarly work within the University ASPT guidelines, they are present within nearly all individual departments/schools. Service to community is recognized and rewarded under the service category in university ASPT guidelines. The Center for Community Engagement and Service Learning (CESL) provides a letter of recognition intended to be included in faculty productivity report portfolios for all faculty who have submitted curricular and co-curricular civic and community engagement initiatives with students through the civic engagement reporting portal.

The ASPT policies are on a mandated five-year review schedule but are continually open to revision. This provides opportunities for policies at every level (university, college, department/school) to be regularly reviewed and revised so as to reflect emerging trends in disciplines and the University's strategic pursuit of its vision and core values. The interim director of CESL has communicated with and encouraged college deans in several settings to consider including explicit language regarding community engagement within their college ASPT policies for teaching, scholarly and creative productivity, and service.

G.5. Is community engagement rewarded as one form of teaching and learning? Include continuing/fixed-term/casual academic staff if there are policies that apply to these appointments.
No

G.5.1. Please cite text from the relevant policy document:
University Appointment, Salary, Promotion, and Tenure (ASPT) policies define teaching as a faculty evaluation category as: "all interactions between faculty and students that focus on the enhancement of student skills, knowledge, understanding, and personal growth. Such interaction is not limited to the classroom but rather occurs in a broad variety of settings."

While community engaged teaching practices fit the definition, they are not explicitly stated nor uniquely rewarded; however, faculty are able to use and have successfully used their community engaged teaching practices in their ASPT documentation.

G.6. Is community engagement rewarded as one form of research or creative activity? Include continuing/fixed-term/casual academic staff if there are policies that apply to these appointments.
No

G.6.1. Please cite text from the relevant policy document:
According to the University Appointment, Salary, Promotion, and Tenure (ASPT) policies, scholarly and creative productivity as a faculty evaluation category "includes but is not limited to peer-reviewed authorship, application for and/or receipt of grants, creative productivity, presentation of professional papers, and other achievements specific to particular disciplines and areas of study."

Specific departments/schools honor community engaged research/creative works, but it is not explicitly included in the University ASPT documentation. With some variation across disciplines, there is general acceptance of various forms of scholarship along the lines suggested by Boyer's model of scholarship,

including that of integration, application, and teaching and learning. Community-engaged scholarship often falls into one of these forms, and is recognized as such when it results in the dissemination of peer-reviewed or juried publication, exhibition, performance, etc. Other forms of community-engaged scholarship that result in deliverables or presentations for community organizations or agencies (but are not necessarily included in peer-reviewed publications or presentations) are considered under the category of service within the University's current promotion and tenure policies.

G.7. Is community engagement rewarded as one form of service? Include staff from any employment status if there are policies that apply to these appointments.
Yes

G.7.1. Please cite text from the relevant policy document:
The University's Appointment, Salary, Promotion, and Tenure (ASPT) policies for the faculty evaluation category of service "includes faculty contributions, both internal and external to the University, to specific disciplines and faculty participation in the shared governance and operation of the University." The University distinguishes between university service and professional service whereby the latter "is the application of faculty professional expertise to needs, issues, and problems in service to professional associations as well as to business, government, not-for-profit enterprises, and the general citizenry."

G.8. Are there faculty/school and/or department level policies for promotion that specifically reward academic scholarly work that uses community-engaged approaches and methods? Are there policies for continuing/fixed-term/casual academic staff in reappointment or promotion considerations?
Yes

G.8.1. List the colleges/schools and/or departments.
- College of Applied Science and Technology

    o Department of Agriculture

    o Department of Criminal Justice Sciences

    o Department of Family and Consumer Sciences

    o Department of Health Sciences

    o School of Information Technology

    o School of Kinesiology and Recreation

    o Department of Technology

- College of Arts and Sciences

    o School of Biological Sciences

    o School of Communication

    o Department of Economics

- o Department of English

- o Department of History

- o Department of Languages, Literatures, and Cultures

- o Department of Mathematics

- o Department of Philosophy

- o Department of Physics

- o Department of Politics and Government

- o Department of Psychology

- o School of Social Work

- o Department of Sociology and Anthropology

- College of Business

    - o Department of Accounting

    - o Department of Finance, Insurance, and Law

    - o Department of Marketing

- College of Education

    - o Department of Educational Administration and Foundations

    - o Department of Special Education

    - o School of Teaching and Learning

- College of Fine Arts

    - o School of Art

    - o School of Music

    - o School of Theatre and Dance

- Mennonite College of Nursing

- University Libraries

G.8.2. What percent of total colleges/schools and/or departments at the institution is represented by the list above? College Appointment, Salary, Promotion, and Tenure (ASPT) standards are written broadly, cover basic information about ASPT processes, and do not necessarily include evaluative criteria due to the variety of disciplines of the departments/schools within some of the colleges. Department/School ASPT standards are specific to the discipline of that department/school and therefore are the focus here with the exception of the Mennonite College of Nursing and University Libraries, which do not have departments/schools within them. For the purpose of this count, they are included in the department/school percentage. In total, 100 percent of colleges and 85 percent of departments/schools are represented in the above list.

G.8.3. Please cite three examples of faculty/school and/or department-level policies, taken directly from policy documents, that specifically reward academic scholarly work using community-engaged approaches and methods; if there are policies specifically for continuing/fixed-term/casual academic staff, please cite one example: College Appointment, Salary, Promotion, and Tenure (ASPT) standards are written broadly, cover basic information about ASPT processes, and do not necessarily include evaluative criteria due to the variety of disciplines of the departments/schools within some of the colleges.

Department/school ASPT standards are specific to the discipline of that department/school and therefore are the focus here. Nearly all departments/schools listed in II.G.8.2. report community-engaged approaches are not often stated explicitly in ASPT documentation outside of the service category, but faculty are able to report on their community-engaged teaching and research/creative activity in the appropriate categories (such as "innovative teaching methodologies" or grant projects and research conducted with a community entity).

Examples of community engagement explicitly documented in department/school level policies are provided below:

- The School of Social Work includes community engagement as evaluative criteria for teaching, scholarship, and service:

    o "Principles and scope of teaching [include]…service learning projects that connect theory to practice."

    o "Principles and scope of scholarship [include]…collaborative research projects and activities within the profession and across disciplines…[and] scholarship that furthers the local, national, and/or international concerns of the social work profession and the social welfare system."

    o "Principles and scope of service [include]…service that furthers the local, national, and/or international concerns of the social work profession and the social welfare system...[and] engaging students in non-credit service activities."

- The School of Theatre and Dance "embraces civic engagement as a core value of Illinois State University. Faculty are encouraged to include civic engagement activities in teaching, creative/scholarly productivity, and service in their annual evaluation materials."

- The School of Teaching and Learning emphasizes quality instruction of pre-service teachers that involves interactions "developed through engaged learning in the college classroom, at professional development school (PDS) sites, and in community and school settings that are not

PDSs." Additionally, "Faculty who are involved in PDS partnerships or pre-clinical supervision/liaison roles should be recognized for their time-consuming, collaborative ventures. Specifically, they should be recognized through the promotion and tenure process for their time spent in delivering instruction to sites away from campus, and for their overall efforts which result in making the PDS and clinical experiences high- quality and beneficial to all stakeholders."

G.9. Is there work in progress to revise academic promotion guidelines to reward academic scholarly work that uses community-engaged approaches and methods?
Yes

G.9.1 Describe the current work in progress, including a description of the process and who is involved. Describe how the president/vice-chancellor, deputy and pro-vice Chancellors, provosts, deans, chairs, academic leaders, directors of key divisions, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for continuing/fixed- term/casual academic staff:
With the recent adoption of Illinois State's new strategic plan in 2018, updates to college plans will follow suit to align with the University's priorities and objectives as listed in the response to question II.C.3.1 in this application.

A new strategic plan within the College of Applied Science and Technology adopted in late 2018 placed a stronger emphasis on community engaged approaches. The new college strategic plan has encouraged four of the seven departments/schools to state they intend to work with their Department/School Faculty Status Committees to update their department/school Appointment, Salary, Promotion, and Tenure (ASPT) documentation in coming years to include explicit language to strengthen credit and recognition of service learning pedagogy and community engaged scholarship.

During the process of compiling information for this application it became apparent that while faculty are able to receive credit and recognition for their community engaged scholarship, it is not explicitly stated in ASPT policies and therefore may not necessarily be considered by faculty as a worthwhile pedagogy or scholarly initiative. Upon submission of Illinois State's Carnegie Elective Community Engagement Classification application in 2019, recommendations for improvement will be made to the Presidential Cabinet and the University Review Committee (URC) regarding the inclusion of more explicit language with community-engaged approaches within faculty ASPT standards. The URC is a university-wide committee charged with recommending ASPT policies to the Faculty Caucus of the Academic Senate, reviewing and approving college-level ASPT standards, considering department/school ASPT policies upon request, and rendering interpretations of university-wide ASPT policies. The next regularly-scheduled five-year review of the University ASPT policies is anticipated to begin during the 2019–2020 academic year, with revisions to be in effect January 1, 2022.

CATEGORIES OF COMMUNITY ENGAGEMENT

Categories of Community Engagement

J. A.   Curricular Engagement

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

The questions in this section use the term "community-engaged courses" to denote academically based community-engaged courses. Your university may use another term such as service-learning, community-based learning, public service courses, etc.

K. A.1.   Teaching and Learning

A.1.1. Does the institution have a definition, standard components, and a process for identifying community-engaged courses?
Yes

A.1.1.1. Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:
If your institution formally designates community-engaged courses, please provide the definition used for community engaged, the standard and required components for designation, and the process of application and review/selection for designation.

Faculty who have participated in the (Re)Design Your Course for Civic Engagement workshop are contacted by Center for Community Engagement and Service Learning (CESL) staff each semester they teach the redesigned class to verify it will be taught with civic engagement learning outcomes. Classes that are verified are then tagged in our student information system with a class section note that indicates that the class was redesigned and is taught with an engagement component.

For all other classes, CESL's student civic engagement reporting portal prompts faculty/staff to report their civic engagement experiences in their classes. The following definition of curricular engagement is provided to faculty/staff when they are asked to report. A similar definition is used for co-curricular engagement:

Curricular engagement experiences take place within a credit-bearing course or are required for degree completion that incorporate:

- reciprocity and mutual benefit to students and community organization(s)

- service intentionally tied to the course goals/objectives

- students addressing a human or community need, social issue, or public problem

- reflection connecting the service experience to the course content.

To further identify the type of engagement taking place within the class, a list of 10 engagement types with respective definitions are provided. Faculty are asked to select which type(s) best represent the engagement that took place during the reported experience. The various selections indicate the extent of the engagement and the nature of a partnership:

- Activism/Advocacy: Involves organizing to bring about political or social change or to show support for, bring awareness to, or promote a particular cause or policy.

- Civic Learning: Acquiring knowledge of community, government, social issues, or political issues with or without the application of the knowledge.

- Community Service/Volunteerism: Engaging in activities to benefit others or one's community; such activities may or may not involve structured training and reflection.

- Service Learning: Involves intentionally linking service activities with student learning objectives to mutually benefit the recipient (community organization) and the provider (student) by addressing real community needs while students apply what they have learned and advance that learning through active engagement and reflection.

- Community Engaged Internship: Provides students with hands-on experiences that enhance their learning or understanding of social or political issues relevant to a particular area of study. Course is denoted as "Professional Practice" in the university catalog.

- Philanthropy/Fundraising: Collection of resources (e.g., money, food, clothing, etc.) to benefit charitable organizations or agencies.

- Political Engagement: Developing one's own political understandings and views that may be expressed by challenging political ideas of others and/or influencing policies or political positions.

- Community Engaged Research: Creation of new knowledge in collaboration with or on behalf of a community partner that contributes to student learning within the academic discipline while also strengthening the well-being of the community by working to solve or understand an issue of public concern.

- Social Entrepreneurship/Social Innovation: Combining innovation, resourcefulness, and opportunity to address critical social and environmental challenges through the development of business models, products, or services.

A.1.1.2. How many designated for-credit community-engaged courses were offered in the most recent academic year?
283

A.1.2. What percentage of total courses offered at the institution?
3

A.1.3. Is community engagement noted on student transcripts?
No

A.1.3.1 Describe how community engagement is noted on student transcripts:

Illinois State does not currently have systems in place within the Registrar's Office to denote community engagement classes. Preliminary talks with the Registrar's Office have taken place to discuss such a system whereby departments can denote a class as a community engagement class during the class scheduling process; however, no formal plans to implement such a process have been identified due to the structure of the current process. Current practices allow for class section notes to be applied to classes taught by faculty who have completed the (Re)Design Your Course for Civic Engagement workshop by the Registrar's Office at the request of Center for Community Engagement and Service Learning staff.

A.1.4. How many departments are represented by those courses?

35

A.1.5. What percentage of total departments at the institution?

90

A.1.6. How many academic staff taught community-engaged courses in the most recent academic year?

118

A.1.7. What percentage are these of the total academic staff at the institution?

8

A.1.8.1. What percent of the academics teaching community-engaged co-curricular courses are continuing, fixed term, full time, part-time or casual staff?

71

A.1.8.2. What percent of the faculty teaching community-engaged courses are full time non-tenure track?

17

A.1.8.3. What percent of the faculty teaching community-engaged courses are part time?

12

A.1.9. How many students participated in community-engaged courses in the most recent academic year?

3643

A.1.10. What percentage of students at the institution?

16

A.1.11. Describe how data provided in questions 2-10 above are gathered, by whom, with what frequency, and to what end:

Data collection and maintenance is conducted by the Assistant Director for Assessment, Data Management, and Grant Writing for the Center for Community Engagement and Service Learning. The data collection process takes place through an online reporting portal and through the annual collection of preexisting data sources. While the reporting portal is available throughout the year, calls for reporting are made each spring semester for faculty/staff to report their student civic engagement opportunities for that past year.

Data is compiled annually to create fiscal year civic engagement reports that are distributed to administrators, deans, and chairs/directors. Report results are also disseminated to the university and local community. Data is used for a variety of purposes including budget requests, marketing and promotions, program review and improvement, and strategic plan metrics.

A.1.12. Are there institutional (university-wide) learning outcomes for students' curricular engagement with community?
Yes

A.1.12.1. Describe the institutional (university-wide) learning outcomes for students' curricular engagement with community.
Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals regarding community engagement. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understanding, skills, attitudes, and values. Those outcomes are often associated with general education, core curriculum, and capstone experiences that include community engagement.

In 2018, the Civically Engaged Graduate Learning Goals and Rubrics were introduced to campus, after a year of work developing them. The learning goals were developed by the Assistant Director of Assessment, Data Management, and Grant Writing and the Interim Director of the Center for Community Engagement and Service Learning; the Director of Advancement and Assessment within the Division of Student Affairs; the Director and Assistant Director of University Assessment Services; and the Associate Provost for Undergraduate Education. The goals incorporate civic engagement assessment research and best practices as well as unit strategic plans and department-level learning outcomes. The goals align with the University's general education outcomes and are incorporated in the Division of Student Affairs new student learning outcomes. The goals were developed so many forms of civic engagement could be assessed for both curricular and co-curricular experiences.

The learning goals and rubrics were shared at the University's annual Teaching and Learning Symposium and the Student Affairs Professional Development Conference, incorporated into the Center for Teaching, Learning, and Technology (Re)Design Your Course for Civic Engagement workshop, and shared with the Council on General Education for consideration for adoption into the general education curriculum. The goals are also included in the student civic engagement reporting portal where faculty/staff identify which learning goals are intentionally addressed in their engagement experiences with students.

The Civically Engaged Graduate Learning Goals focus on two domains broken up into four competencies and multiple learning goals:

> DOMAIN: Civic Competence
>
> COMPETENCY: Civic Knowledge
>
> GOALS:
>
> 1. Understands the complexity of a community/social issue
>
> 2. Examines organizations that address a community/social issue

3. Analyzes actions or processes to be taken and systems in place to address a community/social issue

COMPETENCY: Civic Skills

GOALS:

1. Questions and critically analyzes a community/social issue

2. Applies discipline-specific knowledge to address a community/social issue

3. Collaborates with people with diverse perspectives and social identities to address a community/social issue

DOMAIN: Civic Engagement

COMPETENCY: Civic Disposition

GOALS:

1. Considers own personal attitudes, values, and beliefs when considering a community/social issue

2. Acknowledges one's own civic responsibility

COMPETENCY: Civic Participation

GOALS:

1. Leads/Coordinates efforts in addressing a community/social issue

2. Engages in the community in a variety of ways

The University's general education learning outcomes also address civic engagement and are particularly prevalent in the "Individuals and Civic Life" general education category.

Students will have gained:

- personal and social responsibility, allowing them to:

- participate in activities that are both individually life-enriching and socially beneficial to a diverse community,

- interact competently in a variety of cultural contexts,

- demonstrate the ability to think reflectively

integrative and applied learning, allowing them to:

- identify and solve problems

- transfer learning to novel situations

It should be noted that the University does not have a holistic set of university-wide student learning outcomes outside of the general education curriculum. The Civically Engaged Graduate Learning Goals were created as a resource and guide to unify the various disparate terminologies and civic engagement assessments happening across campus.

A.1.13. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?
Yes

A.1.13.1. Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:
To assess the general education program, a new assessment plan developed in 2014 established an annual rotating cycle of reviewing categories of general education. University Assessment Services (UAS) collects both direct and indirect measures to assess general education learning outcomes. Direct measures are samples of student artifacts assessed with rubrics by faculty who teach within each category. Indirect measures include periodic syllabi audits, incorporation of survey data from the National Survey of Student Engagement (NSSE) and alumni surveys. These measures are analyzed and shared with the Council on General Education for program improvement.

A primary limitation of the current process has been low rates of faculty volunteering to submit student assignments for review, and because of this, annual reviews of the categories have not occurred. At this point, however, assignments from one category have been reviewed, and the preliminary findings have been shared with the Council on General Education and are being shared with faculty who teach in the category. At the end of the 2018–2019 academic year, assignments from two other categories will be ready for review with plans to be reviewed by faculty during the summer or fall 2019. University offices are hopeful that through sharing and discussing these findings, faculty will better understand the assessment process and how the findings can be used to improve the program, and thus will be more likely to participate in the future. Updates to the general education curriculum, and therefore an update to the general education assessment plan, are expected in the near future.

Due to the newness of the Civically Engaged Graduate Learning Goals, formal assessment procedures are currently taking place within campus-wide co-curricular programs sponsored by the Center for Community Engagement and Service Learning. These goals are assessed through student focus groups and post-program reflections and surveys. Plans are currently underway to develop and implement a robust assessment plan surrounding the civic engagement learning goals. The impending update to the University's general education program may also provide additional opportunities for more campus-wide assessment of the learning goals.

A.1.13.2. Describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used:
The general education program assessment data are used for internal assessment of the general education coursework and for program improvement. Initial findings from one category's assignment review have been shared with the Council on General Education (CGE) and are being shared and discussed among faculty who teach in the category. These informal discussions include asking faculty for their perspectives on the findings as well as gathering suggestions for how to improve the program based on the findings. After these have occurred, a final report that includes faculty perspectives on the

findings and suggestions for addressing them will be provided to the CGE for review and implementation.

As noted previously, the development and adoption of the Civically Engaged Graduate Learning Goals is so new that specific examples of utility cannot be offered at this time; however, once established, assessment data can eventually be used to identify areas where the University can improve community engagement experiences and civic learning for students.

A.1.14. Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?
Yes

A.1.14.1. Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:
Upon completion of the Civic Engagement and Responsibility Minor, students will be able to: 1) Apply competencies (civic knowledge, skill, and attitude) learned throughout the minor course work; 2) Transform informed judgments into civically responsible actions; 3) Demonstrate the ability to recognize "moral" and "civic" dimensions of issues and apply appropriate intervention skills; 4) Develop a working awareness as an engaged citizen and a community member; 5) Identify various spheres of influence and gain an appreciation for diversity; and 6) Demonstrate personal growth through structured application and consistent reflection.

Home to four undergraduate majors and one master's program, the School of Communication has the following outcomes for all programs: 1) Public Opportunities—Students will identify the resources and subsequent value of civic and community engagement; 2) Responsible Citizenry—Students will develop the ability to function within local, national, and global communities; 3) Knowledge Formation—Students will foster an understanding of the social and collaborative nature of knowledge and learning related to civic engagement; 4) Diverse and Global Perspectives—Students will be exposed to diverse and global perspectives by developing and communicating an appreciation for the impact made in personal and professional lives; and 5) Democratic Awareness—Students will improve their knowledge and understanding of the democratic process.

The Bachelor of Social Work and Master of Social Work programs ascribe to nine competency standards and 31 practice behaviors mandated by their accrediting body. One competency states: "Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities." The School of Social Work also expects students to be engaged in their communities as evidenced in their mission and strategic plan.

The bachelor's degree program in political science promotes "human knowledge about and skills in the political dimensions of social life." Graduates will possess "skills of effective civic and political engagement."

A graduate of the bachelor's program in health education "will be able to demonstrate the ability to assess individual and community needs for health education."

A graduate of a master's program in the Department of Family and Consumer Sciences will "work effectively with faculty and student colleagues, community organizations, and decision-makers whose work impacts children and families."

Master's students completing a sequence in applied community and economic development (ACED) through the Stevenson Center for Community and Economic Department achieve the learning outcomes of their academic home (Departments of Politics and Government, Economics, and Sociology and Anthropology and School of Kinesiology and Recreation) as well as their ACED fellowship outcomes. The two overarching goals of the ACED programs state students will learn and apply the concepts, themes, and theories central to the interdisciplinary community and economic development literature such that they demonstrate knowledge of both forces affecting communities and the dynamic means by which communities change over time. Students will also demonstrate transferable skills and appropriate techniques to support their effectiveness in community and economic development careers.

A.1.15. Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?
Yes

A.1.15.1. Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:
All academic programs have developed robust assessment plans in conjunction with University Assessment Services (UAS) as a part of their academic program review process. Program review is a multi-year process that begins three years before the program review self-study is submitted. The process starts with a review of their academic assessment plans. Members of the Assessment Advisory Committee (composed of faculty and staff from across campus) review assessment plans using the assessment plan checklist. Findings and suggestions from the review are shared with the academic programs, and UAS staff provides consultation and services to the programs in terms of updates to their assessment process in preparation for program review. In the two years prior to review, academic departments implement their updated assessment plan and analyze outcomes with support from UAS. Programs use the third year of the process to complete a self-study of their academic program. Among other items, the program self-study asks programs to provide their program outcomes; align those outcomes to the curriculum; and identify data collection, how assessment data are used, what changes have been made as a result of that assessment data, and future assessment plans. In the fourth year, program review self-study reports are reviewed by the Academic Planning Committee (an external committee of Academic Senate) and feedback is provided to further encourage academic programs to develop and maintain high-quality programs that are administered efficiently and align with the University mission. In the next four years, academic programs provide updates on assessing student outcomes. Then the process begins again. With this intensive and repetitive process, programs are able to continually assess whether intended outcomes are being met, receive feedback on assessment practices, use assessment data to make necessary changes, and receive support for implementing changes all while allowing time to collect adequate data to determine effectiveness.

The Civic Engagement and Responsibility Minor assesses student attainment of the learning objectives in the capstone internship experience: "Service Learning Experience in Civic Engagement." For this class, students partner with a community agency and complete an agreed upon project or initiative.

The culmination of the experience includes a student portfolio, reflections. and an evaluation by the student's supervisor at the community organization.

Academic programs with specific community engagement learning outcomes often assess the community engagement outcomes with self-reported measures such as surveys or focus groups because much of their learning outcomes focus on a student's acquired skills and knowledge once in their own communities. As a result, many programs use results from the alumni survey administered by UAS. The School of Communication conducted a specific assessment of its civic engagement learning outcomes using a pre- and post-test survey of its students in classes that had been redesigned to include civic engagement.

Many programs also assess community engagement learning outcomes through a review of student portfolios/works or through internship/professional practice performance evaluations. In these instances, there are particular classes and assignments within the program's curriculum that serve as the assessment points for a particular learning outcome.

A.1.15.2. Describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

In practically all instances, assessment data is used in the program review self-study process with the ultimate goal of improving learning experiences for students. Assessment results have been used to guide decision making on program initiatives, class offerings, and enrollment. One practical example of this is within the School of Communication. Positive results of student learning from their assessment of courses that had been redesigned to include civic engagement resulted in more offered courses incorporating civic engagement pedagogy.

The Civic Engagement and Responsibility Minor uses the assessment results from the capstone service learning internship experience as a verification that students have met the goals and objectives laid out throughout the minor coursework and to identify areas where program improvement may be needed such as expanding elective course offerings.

L. A.2. Curriculum

A.2.1. Is community engagement integrated into the following curricular (for-credit) activities? Please check all that apply, and for each category checked, provide examples.

Curriculum	Selected	Description
Student Research	Yes	Student community-engaged research is often found in many upper level undergraduate and graduate courses as well as independent studies throughout academic departments. Selected examples are provided below. • Undergraduate and graduate level students in the School of Social Work participate in and/or lead student community engagement research projects with the community agencies with which they are volunteering or are placed. • Students in the Department of Geography, Geology, and the Environment and the Department of Sociology and Anthropology partner with faculty to engage in sustainability- related research within the local community. Examples include recycling feasibility research in local

		communities and the analyses of a local watershed for microplastics and its implications for climate change. • Students within the Department of Health Sciences assess health-related community needs. Student projects from "Needs Assessment in Health Education" (HSC 286) involve local community organizations and key stakeholders in identifying local needs related to public health and assessing how to address them. • Student research projects are showcased in the annual University Research Symposium. While not all student research is represented, 340 projects were showcased in 2018. Ten percent of those research projects involved some form of community engagement. • Specific degree programs, such as the master's in applied community and economic development through the Stevenson Center for Community and Economic Development (within the Departments of Economics, Politics and Government, and Sociology and Anthropology and the School of Kinesiology and Recreation) include student community engagement research throughout their two-year experience.
Student Leadership	Yes	Examples of academic classes that apply community engagement pedagogy to leadership development are listed below. Descriptions are taken from the course catalog: • "Applied Leadership" (MIL 112) is a military science course taken after an introduction to leadership course. This class provides more in-depth and critical assessment of leadership within American society. Students are challenged to learn and apply leadership principles and conduct group research projects designed to research, examine, and analyze leaders and leadership within community context. • "Professional Leadership in Family and Consumer Sciences" (FCS 300) includes a study of the leadership skills necessary for successful entry into a professional career in family and consumer sciences. The curriculum includes civic engagement principles and skills needed to be an engaged leader in the community. • "Leadership Dimensions of Nursing" (NUR 327) examines various professional nursing roles based upon management and leadership perspectives. This course also includes

		clinical experiences at partnering health care facilities where students are able to apply some of the leadership dimensions they learned about in the classroom.
		• "Community Project Design and Management" (SOC 477 or POL 477) is a sociology or political science course that involves design, planning, and implementation skills for leadership of community development projects. The course focuses on applied research, group process, budget management, and grant writing.
Internships, Co-ops, Career exploration	Yes	All academic departments offer internships for credit. Nearly all academic departments have relationships with local businesses and community agencies to place students each year. Several local nonprofit agencies in the Bloomington-Normal community have long- standing and mutually beneficial partnerships for student internships and professional practice experiences with the School of Social Work, Mennonite College of Nursing, the Department of Family and Consumer Sciences, and the Department of Psychology. Illinois State's Stevenson Center for Community and Economic Development and the National Center for Urban Education (NCUE) offer mutually beneficial community engagement internships and professional practice experiences aligned with their respective missions and emphases. Graduate students within the Stevenson Center complete 11-month internships with partnering community organizations throughout the country to help organizations move special projects forward, provide access to skills or expertise unavailable within the organization, and advance the established mission of the organization in new ways. In the last decade, Stevenson Center Fellows have worked with 20 local organizations and 35 organizations throughout the state and country. Pre-service teachers throughout the University complete student teaching experiences for one or two semesters in school districts throughout the state and country. Through NCUE, pre-service teachers can participate in a one semester or year-long student teaching internship in Chicago Public Schools. Student teachers are placed in schools within the NCUE partner neighborhoods. Placement in these neighborhoods also ensures student teachers are engaging with the partnering community-based organizations in the area as well.
Study Abroad	Yes	Illinois State has partnerships with seven international universities that offer internship and service learning experiences. Specific programs through the College of Education provide students the

		opportunity to travel to Costa Rica or England and to engage with area schools and children, helping with school day and afterschool activities.
		Many faculty-led study abroad trips involving community engagement are also offered across the academic disciplines. Faculty within the Department of Politics and Government lead an annual trip to Costa Rica where students can earn independent study credit. While on the trip, students engage with co-ops, farms, banana and coffee plantations, and learn from local experts about fair trade within Costa Rica's most important industries.
		The Mennonite College of Nursing offers three transcultural nursing experiences. One such experience in Panama offers a student the opportunity to earn clinical hours by engaging in health promotion efforts, physical assessment of children, and other services in hospitals, day care centers, elementary schools, and community clinics.
Alternative Break tied to a course	No	

A.2.2. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

Curriculum	Selected	Description
Graduate Studies	Yes	Graduate degree programs in audiology, speech language pathology, psychology, educational administration (K–12 and higher education), special education, social work, nursing, biological sciences, kinesiology and recreation, communication, music therapy, and applied community and economic development offer community engagement experiences for students through service learning projects, professional practice internships, clinical experiences, or research projects.
		For example, graduate students in audiology staff the University's Speech and Hearing Clinic and provide additional speech and hearing outreach and assessment services to local partnering retirement and educational facilities to fulfill class projects and clinical hours.
		Under the supervision of licensed and certified professional staff, graduate students annually provide speech, language, and hearing assessments and interventions at the Speech and Hearing Clinic for over 5,000 clients in the community.

		Graduate students in biological sciences who work with the Vidal-Gadea Molecular Neuroethology Lab engage in high school student mentoring through a summer research academy and year-round mentorships involving research projects with high school students, graduate students, and School of Biological Sciences faculty.
Core Courses	Yes	See "General Education" for a description of community engagement within the general education curriculum, and "In the Majors" for a description of community engagement within core or major-required classes.
Capstone (Senior-level project)	No	
First-Year Sequence	Yes	Illinois State has offered a first-year seminar to first-time-in-college and first-semester transfer students for many years. From 2005–2017, the first-year seminar known as "Learning in Communities" partnered with the campus's American Democracy Project and Political Engagement Project to provide curriculum support for civic engagement content. In fall 2018, the University launched a revitalized first-year seminar to better meet the needs of the changing student population and the campus as whole. "Thriving in College, Career, and Beyond" (also known as Thrive) has enhanced the way first year students are introduced to their local community and engage with it. The new seminar was developed in partnership with University College (responsible for general academic advising, orientation and transition services, academic support services, and retention services) and the Career Center, and in consultation with the Center for Community Engagement and Service Learning (CESL), to provide a holistic approach to help students thrive during their time at Illinois State and beyond in their own communities. The new seminar includes a unit on civic and community engagement complete with reading materials, activities, and assignments that encourage students to evaluate and better understand their role within a community. Students are presented with opportunities to engage in their new community by participating in a one-day service project or community engagement program facilitated by CESL, or other civic programs, events, or opportunities present on campus or within the community that promote student exploration of community and civic responsibilities. Reflection activities and assignments follow these experiences.
General Education	Yes	The general education curriculum at Illinois State University prepares students to be globally engaged citizens who seek knowledge, appreciate diversity, think critically, communicate effectively, act responsibly, and work collectively. Illinois State is

committed to a motivating and engaging faculty and staff who inspire curiosity and empower students; and a seamless integration of curriculum and co-curriculum that engages students, extends beyond the classroom, and broadens their perspectives. Specific learning goals of the curriculum were discussed in question 12 of the Curricular Engagement, Teaching and Learning section of this documentation.

The Individuals and Civic Life general education course category offers eight course options for students. Students are required to choose one course from this category to meet this general education requirement. Classes include "Culture, Power, and Civic Live" (ANT 176); "The Ideal of Democracy" (PHI 104); "Introduction to Sociology" (SOC 106); "People in Places: Understanding and Developing Community" (SOC 241); "Citizens and Governance" (POL 101); "U.S. Government and Civic Practices" (POL 106); "Individuals, Society, and Justice" (CJS 102); and "Rhetoric as Civic Literacy" (ENG 183).

Additional general education classes that offer specific civic engagement content are as follows:

- "Communication as Critical Inquiry" (COM 110) is required of all students at Illinois State University and is a great example of how engagement is integrated into general education curriculum. COM 110 incorporates civic engagement pedagogy within each communication unit. The Social Issues Fair co-sponsored by the campus American Democracy Project allows COM 110 students to engage other Illinois State students and the larger community about current political and social issues and their impact on the community. Each student prepares a short briefing about a social issue and delivers a 3–5 minute presentation to attendees as they move throughout the fair. These presentations and the research required to prepare them are designed to help students better understand the underlying issues or problems within the community.

- Students in "Atoms to Galaxies" (PHY 102) participate in community education presentations through a "Physics on the Road" program put on by the Department of Physics to educate local K–12 classrooms, scout troops, and the general public about physics topics at local science centers and children's museums. Students are asked to participate in one event during the semester.

In the Majors	Yes	All departments/schools have reported examples of curricular community engagement, representing nearly all majors offered at Illinois State. Specific examples include: • Biology teacher education majors have the opportunity to work with the Town of Normal's Children's Discovery Museum in two different courses providing event support and participating in the facilitation of educational science activities for children with museum staff. • The Bachelor of Social Work and Master of Social Work programs and the bachelor's in recreation management and therapeutic recreation are examples of majors that require students to have a certain amount of community engagement hours for degree completion. Students in these majors are also required to complete professional practice and internship experiences with community organizations throughout their coursework. • The School of Communication has reported community engagement in several classes required of each major. One specific class, "Small Group Communication" (COM 223), connects small groups of students to community agencies. Students work together to meet a need of the community agency while working through small group communication theories and research. • Mennonite College of Nursing's America's Promise School Program places nursing students enrolled in "Nursing Care of Children" (NUR 317) and "Public Health Nursing" (NUR 329) in area schools and child care centers to address community health concerns identified by the partnering schools while serving as clinical sites for nursing students. • Students majoring in nutrition through the Department of Family and Consumer Sciences complete service learning projects while enrolled in "Community Nutrition" (FCS 311). Projects often involve volunteering at local food pantries, homeless shelters, and county programs providing general service to the organization as well as nutrition education for community members in a conversation style of teaching.
In the Minors	No	

M. B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires structured reflection and connection to academic knowledge in the context of reciprocal, asset-based community partnerships.

B.1. Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular engagement at your campus. Please check all that apply, and for each category checked, provide examples.

As with curricular engagement, a number of these activities take place off campus in communities and may or may not be characterized by qualities of reciprocity, mutuality, and be asset-based. This question is asking about which offerings reflect these qualities. The examples provided should indicate how a co-curricular program has been transformed by and/or reflect these community engagement principles.

Co-Curricular Engagement	Selected	Description
Social Innovation/ entrepreneurship	Yes	Developed by a faculty member in the Department of Marketing, the Innovation Consulting Community offers transformational learning experiences for students. About 100 students apply each year to participate in multidisciplinary groups that seek to solve an identified problem of for- and non-profit organizations. Student participation includes several months of preparation in the fall which includes initial meetings with the organization as well as online modules and face-to-face workshops that address the following topics: self-awareness, leadership principles, conflict resolution strategies, design thinking principles, and project management tools. The spring semester involves more contact with the organization and teamwork on behalf of the student group to solve the problem. All projects are proposed by community/corporate organizations and goals and objectives are agreed upon prior to students beginning their work. Past projects include the development of a mentor network and awareness of internships for local high school students, solving a problem of technology capacity at Habitat for Humanity, and working with local businesses on plans for waste diversion and other sustainability efforts. A faculty-student collaboration in the Department of Family and Consumer Sciences created the program known on campus and to the community as Fix It Friday. Fix It Friday has taken an innovative approach to solving a problem of textile waste. This program offers free basic mending, sewing, and clothing repair services to the Bloomington-Normal community. Student volunteers set up sewing machines in different locations bi-monthly on Fridays to provide services. Fix It Friday has taken place at the local libraries, coffeehouses, and shops, not only mending clothing but also

		educating community members about overconsumption. More than 100 customers have had clothing repaired at Fix It Friday, and more businesses around the community are requesting to host the project.
		Illinois State's Startup Showcase, a program out of the George R. and Martha Means Center for Entrepreneurial Studies in the College of Business, is a student business startup competition designed to link student contestants to support resources. Startup Showcase involves entrepreneurial teams competing to create new enterprises that support community and social needs. The event in 2018 involved 18 teams of students judged by community members based primarily on the students demonstrating a need for the service or product they wished to develop. It brought students from several local schools, including Illinois State, together with members of the community. The Startup Showcase is very focused on identifying niche needs in the community and meeting them. The 2018 StartUp Showcase winners included a subscription box company that caters to children with special needs and a technology service that provides in-home help to adults, families, and senior citizens who are having challenges with technology.
Community service projects - outside of the campus	Yes	The Center for Community Engagement and Service Learning (CESL) offers days of service opportunities throughout the school year. • September Service Saturdays is a service project series that provide students the opportunity to participate in community service to benefit the Bloomington-Normal community as they arrive on or return to campus each fall. In 2017, 70 students participated in five service projects with five different organizations. In 2018, the program was expanded to allow for more opportunities, and over 180 students participated in 14 different service projects with 11 organizations. • Trick or Treat for Change is a philanthropic service project in which volunteers can dress in costume and trick-or-treat for monetary donations from residents in the community to benefit the Illinois State University/Illinois Wesleyan University Habitat for Humanity Student Chapter house build. Since the first annual event in 2005, students have raised over $160,000. • Serving Those Who Served is a new service initiative in which students volunteer to serve veterans in the community and the United States at large. In 2017, students recorded histories of four veterans in partnership with the Veteran's History Project. In 2018, CESL partnered

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<td>with Alternative Breaks to offer an Alternative Weekend trip to the Illinois Veteran's Home in Quincy, Illinois, where students participated in and assisted with Veteran's Day activities.

- Established over 20 years ago, the Holiday Helper program provides gifts and holiday parties for children in the local community. In 2017, over 100 students volunteered to wrap donated gifts and plan and staff the holiday parties hosted at four different community organizations to support 234 children. In 2018, CESL partnered with a special education class to plan activities and facilitate the holiday parties with the same four organizations. In total, 280 children were sponsored. Additional student volunteers helped wrap gifts and assisted at the parties.

- Each January, CESL coordinates a community service project in honor of Dr. Martin Luther King, Jr. The projects involve discussion of and reflection on social justice. In 2018, over 50 students participated in service projects at the local YWCA. In 2019, about 20 students participated in a smaller project at a local facility that serves the homeless and hungry.

- For the last 10 years, students have volunteered one Saturday morning in April to help local residents and non-profit agencies meet a need through the Bring it Back to Normal day of service. To find service sites, CESL partners with Off-Campus Services out of the Dean of Student's Office. Local residents request student help and student volunteers answer the calls. In 2018, over 175 students helped out at over 40 local community sites.

Illinois State's Campus Recreation Sports Clubs promote community engagement through their "Clubs That Care" initiative. This month-long program encourages community service and philanthropy in conjunction with CESL, as well as through a sport club's own efforts. In 2017–2018, five sports clubs reported doing community service projects with five community organizations.</td>
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<td>Community service projects – within the campus</td>
<td>Yes</td>
<td>The Center for Community Engagement and Service Learning (CESL) coordinates an on-campus community service project during Welcome Week which starts the week before classes begin for the fall semester. Each year, students join together on the quad to give back to their new local community through service. In 2018, CESL partnered with Habitat for Humanity of McLean County and the Illinois State University/Illinois Wesleyan University Habitat for Humanity Student Chapter to build the wall structures for their</td>
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		next house. CESL also partnered with a local agency to stuff back packs with school supplies for the Back to School Alliance program which provides school supplies for children in the community. For the past three years, students in the TRIO Student Support Services Program (a program that provides services to individuals who are traditionally underrepresented in post-secondary education) have decorated and filled Valentine's Day gift bags for children at a local non-profit organization who would not otherwise receive valentines. They participate in a similar project for Halloween.
Alternative break – domestic	Yes	The Alternative Breaks program at Illinois State University is a student organization out of the Center for Community Engagement and Service Learning. A chapter member of Break Away, Illinois State's Alternative Breaks Program offers three different domestic programs: Alternative Spring Break, Alternative Winter Break, and Alternative Weekends. Prior to spring and winter breaks trips, student participants attend pre-trip education sessions designed to get them contemplating the social issue their service trip will address and preparing them for their service experience. Students also experience nightly reflection during their trip and a final post-trip reflection in the weeks following. For spring break, five buses of 45 people travel to five states for a week of service to meet a need at a partnering community organization. The domestic Alternative Winter Break trip sends one bus of 45 students for a week of service. Alternative Weekend trips are offered at least once a semester for a smaller number of students. In the 2017–2018 academic year, three Alternative Weekend trips were offered. In 2018, 232 students completed a total of 11,770 hours of service through their domestic and international Alternative Break experiences.
Alternative break – international	Yes	The Alternative Breaks program also offers two international trips. The international Alternative Winter Break trip is a 14-day service opportunity where participants travel internationally to strengthen communities. Students serving on the winter break international trip participate in bi-weekly pre-trip meetings prior to their departure to educate them on the language and culture of the community they will be serving. Students engage in reflection exercises throughout their trip and also attend a post-trip celebration with more reflection exercises and sharing of experiences upon their return to campus. In 2018, students traveled to Guatemala and worked with a local organization to

		build stoves in homes that otherwise cooked indoors over an open flame. The international Alternative Summer Break trip is another 14-day service opportunity in which participants travel to Kenya to support a local village through the work of Living Positive Kenya. Students participate in pre-trip meetings throughout the academic year leading up to the summer trip to help educate them on the language and culture of the community being served and the social issues they will be addressing. Students engage in reflection exercises throughout their trip and also attend a post-trip celebration with more reflection exercises and sharing of experiences.
Student leadership	Yes	The Dean of Students Office at Illinois State coordinates a leadership retreat each year for students. Leadership Launch, formerly Camp LEAD, is a leadership retreat for emerging leaders or students interested in becoming a leader on campus or in their community. Participants meet fellow student leaders, learn about involvement opportunities, discover their own personal leadership style, advance their leadership skills, learn about their community, and make new friends. Following the social change model of leadership, students first learn about themselves before learning about each other and their community. As such, one component of the three-day retreat is a community service project with a local organization. The Dean of Students Office also coordinates a Leaders of Social Change (LOSC) trip. LOSC is a five-day trip providing students with opportunities to learn about effective leaders, historical events, and how to make a difference in the world. During the LOSC trip, students examine leadership through the lens of social justice movements. Featured movements could relate to race, gender, sexuality, or disabilities. The trip includes touring museums and significant sites, participating in a community service project, and listening to guest speakers and activists. Students also reflect with others in both small and large groups, giving individuals the opportunity to connect with others and discuss how they view different social issues. Students traveled to Detroit, Michigan in 2018 and Memphis, Tennessee in 2019. ISULeads Leadership Certificate Program is another student leadership initiative out of the Dean of Students Office. ISULeads incorporates learning from campus and community experiences into three pillars: civic engagement, global perspectives, and leadership. At its core ISULeads helps students select involvement opportunities that build upon one another to make the most of

		their involvement and to grow in their understanding, practice, and articulation of leadership. Every student pursuing the ISULeads certification is paired with a mentor with whom they meet monthly during the school year. They participate in small groups with other students in the program about five times during a semester to talk about involvement and leadership, and they complete learning logs which document their engagement and learning as they advance through each pillar. Students must complete the leadership pillar first or in conjunction with another pillar. The civic engagement pillar incorporates principles of citizenship, community service, and leadership. In 2018, the Center for Community Engagement and Service Learning (CESL) created leadership opportunities for undergraduate students. The Student Leadership in Community Engagement (SLiCE) program brought about more leadership, personal, and professional development opportunities, hands on learning experiences, and ample opportunities for reflection and growth. SLiCE interns learn about the social change model of leadership and various dimensions of leadership through a community engagement lens, and then apply that learning in their planning and facilitation of various CESL co-curricular programs throughout the school year. Three students interned with the SLiCE program in its first year.
Student internships	Yes	Co-curricular internship opportunities involved with community engagement are found in the Dean of Students Office and the Center for Community Engagement and Service Learning (CESL). Student Leadership Interns within the Dean of Students Office are responsible for planning the Leaders of Social Change trip and Leadership Launch retreat, including identifying community partners and planning the service components of those experiences. CESL created a new Student Leadership in Community Engagement (SLiCE) program in 2018 that replaced a single days of service internship that historically assisted staff in the planning and facilitation of the various days of service throughout the school year. SLiCE interns still work to plan and facilitate the days of service, but they also receive leadership, personal, and professional development opportunities, explicit training and/or education on relevant topics, and reflection experiences. Three undergraduate students interned in the first year of the SLiCE program.
Work-study placements	Yes	America Reads/America Counts at Illinois State University is a Federal Work Study program where students commit to tutor young children in reading. Illinois State hires enthusiastic

		undergraduate and graduate students to provide reading and/or math assistance for kindergarten through ninth-grade students. In 2017–2018, 100 Illinois State students served as tutors and mentors in 30 different schools across two local school districts within school, supervised afterschool, or individual afterschool programs.
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	Many of the University's Innovation Consulting Community (see the response to question III.B.1. and III.D.7. for more information about this initiative) projects have involved local corporations seeking innovative solutions to address sustainability issues within their organization. In 2017–2018, one corporation was the client for three separate projects associated with improving sustainability in their operations. Students worked directly with the corporation and developed innovative solutions for improvement of LED lighting, a rain garden, and a nitrogen generator for packaging.

Illinois State's College of Business has been committed to the Principles for Responsible Management Education (PRME) and UN Global Compact for over 10 years and was the third public university in the country to sign a letter of commitment to the PRME. Guided by six principles, PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals so that they have the understanding and ability to deliver change. The six principles (Purpose, Values, Method, Research, Partnership, and Dialogue) are aligned with the College's strategic plan. As a result, the College of Business incorporates social responsibility and ethics into its programs, classes, and faculty productivity. Some examples of this are described below:

• Courses on ethics and corporate social responsibility are found in each department of the college: Accounting; Finance, Insurance, and Law; Management and Quantitative Methods; and Marketing.

• Corporate social responsibility is one of the topics addressed throughout a week-long series of interactive events during the College of Business's annual Business Week. Business Week offers opportunities for corporate and industry leaders to interact with students, share specialized expertise, and explore important issues and cutting-edge developments in business. One way this takes place is through Corporate Social Responsibility Day/Case Competition. Local corporations sponsor the Corporate Social Responsibility Case Competition whereby teams of two to five students are given a three- hour time frame to develop a solution to a real-life business problem applying |

		the principles of corporate social responsibility. Students present their solutions to a panel of judges from local corporations. Following the first round, the competition is narrowed to three teams that present again, but to a larger panel of judges for a chance to win a monetary prize.
		• Between 2016 and 2018, about 150 students participated in activities out of the College's Means Center for Entrepreneurial Studies. This program emphasizes the importance of business leadership, meeting community needs in socially aware ways, and fostering inclusivity.
Living-learning communities/ residence hall/ floor	Yes	The Leadership and Service Themed Living Learning Community, also known as The Leadership and Service Floor, is a special opportunity for residential students to live and interact with likeminded students who are committed to growing as leaders and giving back to their community. The learning community is home to 48 students. Residents of the floor complete two leadership and two service experiences each semester. The first service project of the school year is done together as a full-floor event. Subsequent service projects are initiated by individual students or small groups. Beginning in 2018, four peer mentor positions were established as program planners for leadership and service projects, providing more opportunities for leadership development and community engagement.
Student teaching assistants	Yes	Graduate student assistantships are available within the Center for Community Engagement and Service Learning (CESL) as well as the Student Activities and Involvement Center in the Dean of Student's Office. These pre-professional graduate assistants work 27 hours per week throughout the school year. While their responsibilities vary, graduate assistants who work with CESL and Student Activities and Involvement mostly develop community engagement programs, communicate with their staff supervisors and community organizations, and apply the content learned in their classes (most students in these assistantships come from the College Student Personnel Administration master's program) to their community engagement work.
Athletics	Yes	Illinois State student athletes are very active in the local community. In 2017–2018, 277 student athletes participated in 2,408 total hours of community service with over 20 community organizations. Examples of service include the following ongoing programs with local school districts and organizations.
		• Local elementary schools request athletes to attend recess and interact with the school children through a program known as Recess Buddies. The Recess Buddies program at

		one elementary school evolved into a tutoring and mentoring program at the request of the assistant principal. • The 100 Caring Adults program involves greeting elementary students in the local schools as they arrive in the morning. These days are planned throughout the school year. • For many years, student athletes on the football and basketball teams have served as buddies to children who receive services at the local Easterseals during their annual Walk with Me Fundraiser. The basketball team also hosts an evening practice prior to the event where Easterseals families can learn about and play basketball with the college athletes. Several athletes continued their relationship with the Easterseals family they were paired with during the Walk.
Greek Life	Yes	Fraternity and Sorority Life at Illinois State is based on four core values known as the Four Pillars for Life. These pillars include academics and scholarship, brotherhood/sisterhood, service and philanthropy, and leadership. Whether raising money or donating time, service and philanthropy are important elements of the fraternity and sorority experience. Each individual Greek chapter has its own service and/or philanthropy initiatives that are reported to the Office of Fraternity and Sorority Life. The various Greek leadership councils participate in their own community service, often through the Center for Community Engagement and Service Learning.
Other (please specify)	Yes	A research question from several students as to the prevalence of food insecurity for college students ultimately turned in to a collaborative effort between Illinois State students and community organizations to establish a food pantry near campus. Various surveys conducted by academic departments at the University and the Student Government Association showed that nearly 66 percent of surveyed students knew someone who struggled to obtain food. Upon realizing the need, students began conversations with the Town of Normal. Those conversations connected them with a local church adjacent to campus. A partnership developed between the students, Illinois State, and the church, and the School Street Food Pantry was created in 2018. The food pantry operates out of the church and is staffed by student volunteers. It is open for several hours each Friday and available to any student with a school ID from any school. The food pantry is designated as an official food pantry meaning that it receives food from area food banks for distribution. The food pantry also has an advisory board

		comprised of students and community members, further ensuring that the needs of both the campus and the local community are being addressed simultaneously.

B.2. Do students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement?
No

B.2.1. Please describe the system used and how it is used.
While this is not currently a reality for students, it will be in the very near future. The Division of Student Affairs purchased Campus Lab's Engage student engagement platform in fall 2018. The software includes a co-curricular transcript function which will be available for students. It was piloted in the spring of 2019 for use with registered student organizations with plans for campus-wide use beginning in fall 2019. The platform allows for the tracking and monitoring of student community engagement and volunteerism; however, the application of that system and the processes by which it will be used have yet to be determined. The Center for Community Engagement and Service Learning plans to explore how such tracking of individual volunteerism would be maintained and other logistics as the application is released to the broader campus community in the coming academic year.

B.3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?
Yes

B.3.1. Please describe the pathways and how students know about them.
The Alternative Breaks program through the Center for Community Engagement and Service Learning and the ISULeads Leadership Certificate Program through the Dean of Students Office are two examples of how students are provided clear developmental pathways through which they can progress to increasingly complex forms of engagement over time.

Illinois State's Alternative Breaks program is driven by the Active Citizen Continuum. All pre-trip education, trip service and reflection, and post-trip debrief sessions emphasize the continuum and the ways students experience transformations at various points in their participation. Students who choose to apply to be a trip leader or serve on the student executive team for Alternative Breaks also receive training and guidance in personal development along the continuum as they experience deeper and more complex forms of engagement.

ISULeads Leadership Certificate Program offers students a structure within which to personalize their college experience as a means to develop as strong leaders and engaged citizens. Students incorporate learning from campus and community experiences that are within three pillars: civic engagement, global perspectives, and leadership. To complete the program, students pair with a campus mentor (any full-time Illinois State employee) with whom they are expected to meet monthly, participate in ten "experiences" to contribute to each pillar, complete learning logs to reflect on their development from each experience, and attend the small group meetings six times a semester to discuss certain topical areas of leadership. The program uses the University's online learning management system to track student progress and serves as a personal record of growth for the student. The outcomes for each pillar

range in depth of learning to provide students rich and complex experiences with opportunities for in-depth reflection and growth.

N. C. Professional Activity and Scholarship

C.1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programing, etc.)?
Yes

C.1.1. Provide a minimum of five examples of staff professional activity:
The purpose of this question is to determine the level to which staff are involved in professional activities that contribute to the ongoing development of best practices in curricular and co-curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued staff professional activity. Please provide examples that your staff have produced in connection with their community engagement professional duties. We expect this to include professional products on topics such as but not limited to curriculum and co-curriculum development, assessment of student learning in the community, student development and leadership, etc., that have been disseminated to others through professional venues as illustrated in the question.

Bruckner, C., & Thomas, E. (2018, January). Preparing civically engaged graduates. University-Wide Teaching and Learning Symposium, Illinois State University, Normal, IL.

Bruckner, C., & Steinbach, H. (2018, May). Re-framing the student experience for learning and civic skill development. Illinois State University Student Affairs Conference, Illinois State University, Normal, IL.

Paterson, J., & Noel-Elkins, A. (2016, June). Creating a comprehensive civic engagement center: An academic affairs/student affairs partnership. Annual Civic Learning and Democratic Engagement Meeting of AASCU, TDC, and NASPA, Indianapolis, IN.

Weaver, A., & Broughton, K. (2018, November). Engaging alumni in learning. Break Away Staff Summit. Illinois State University, Normal, IL.

Steinbach, H. (2018, June 15). Opening a center leads to an enhanced relationship [Blog post]. Retrieved from https://www.naspa.org/constituent-groups/posts/opening-a-center-leads-to-an-enhanced-relationship

Steinbach, H. (2018, December 19). We are community engagement professionals [Blog post]. Retrieved from https://www.naspa.org/constituent-groups/posts/we-are-community-engagement-professionals

C.2. Are there examples of faculty scholarship, including faculty of any employment status associated with their curricular engagement achievements (scholarship of teaching and learning such as research studies, conference presentations, pedagogy workshops, publications, etc.)?
Yes

C.2.1. Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:
The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and

quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.

COMMUNICATION

Hunt, S.K., Carpenter, N.J., Lippert, L.R., Woolard, C.E., Hantzis, D.M., & Bodary, D.L. (2017, November). Civic engagement in communication pedagogy: Theories, practices, and new techniques to foster student civic learning. Annual Meeting of the National Communication Association, Dallas, TX.

Woolard, C. (2018). Engaging civic engagement: Framing the civic education movement in higher education. Lanham, MD: Lexington Books.

EDUCATION

Mustian, A. L, Lee, R. E., Nelson, C., Gamboa-Turner, V., & Roule, L. (2017*). Jumping into the deep end: Developing culturally responsive urban teachers through community-immersive partnerships*. The Educational Forum, (81)4, 467-481. doi: 10.1080/00131725.2017.1350239

Lin, M. & Bates, A. (2016). Learning together: Faculty, students and agencies' collaboration in service-learning. In C. Winterbottom & V.E. Lake (Eds.) *Praxeological learning: Service-learning in teacher education.* Hauppauge, NY: Nova Publishing.

Lin, M. & Jozwik, S. (2017, November). Service-learning as a pedagogical innovation in teacher preparation. 10th annual International Conference of Education, Research and Innovation, Seville, Spain.

ENGLISH

Hochstetler, S. (2018). Questioning reform in clinical sites: Preservice teachers as emerging advocates. *English Journal*, 107(4), 83-86.

ACCOUNTING/BUSINESS INFORMATION SYSTEMS

Hauck, R.V. (2018, August). Creating win-win opportunities: Integrating community engagement into the IS classroom. Twenty-fourth Americas Conference on Information Systems, New Orleans, LA.

Birkey, R. N. (2017). Exposing students to environmental sustainability in accounting: An analysis of its impacts in a US setting. *Social and Environmental Accountability Journal*. 37(2), 81-96. doi: https://doi.org/10.1080/0969160X.2016.1270225

SOCIAL WORK

Sosulski, M. & Edmonds-Cady, C. (2018, October). Through the looking glass: Teaching macro practice skills through immersive, community- engaged learning. Paper presentation for the Annual Program Meeting of the Council on Social Work Education, Orlando, FL.

Postlethwait, A., Rand, A., Pilgrim, S., & Stipp, K. (2016, April). The impact of service learning and group dynamics on learning outcomes: Group projects in social work education. Gulf South Summit on Service-Learning & Civic Engagement through Higher Education, Savannah, GA.

KINESIOLOGY AND RECREATION

Mainieri, T., & Anderson, D. (2015). "There was more out there than our street": Exploring summer camp as a context to foster civic engagement and social capital after camp. *Research in Outdoor Education*, 13 (2015), 38-58. doi: 10.1353/roe.2015.0003

Henninger, M. (2018, October). Preparing inclusive physical educators: A community service learning practicum. Physical Education Teacher Education-Health Education Teacher Education Tri-Annual Conference. Society of Health and Physical Educators, Salt Lake City, UT.

FAMILY AND CONSUMER SCIENCES

Nnakwe, N. (2017). The prevalence of food insecurity among pregnant women in a community-based intervention program. *The FASEB Journal* 791(11): 1.

Reed, E. (2017, May 16). Fix It Friday: The rewards of civic engagement and out of class learning—One stitch at a time. Retrieved from https://hub.aashe.org/browse/casestudy/16959/Fix-It-Friday

COMMUNICATION SCIENCES AND DISORDERS

Therrien, M., Hoge, R., & Lorio, C. (2018). Strengthening pre-service SLPs' AAC knowledge and confidence through community partnership. Poster presented at the American Speech-Language and Hearing Association Convention, Boston, MA.

C.3. Are there examples of faculty scholarship and/or professional activities of staff associated with the scholarship of engagement (i.e., focused on community impact and with community partners) and community engagement activities (technical reports, curriculum, research reports, policy reports, publications, other scholarly artifacts, etc.)?
Yes

C.3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:
The purpose of this question is to explore the degree to which community engagement activities have been linked to faculty scholarly activity and staff professional activity. Describe outputs that are recognized and valued as scholarship and professional activity. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, professional positions, and the connection of outreach and partnership activities to scholarship. Broader Impacts of Research activities producing co-created scholarship of investigators and practitioners aimed at meaningful societal impacts could be included here.

AGRICULTURE

Barrowclough, M. (2018, June). Economic factors associated with wind energy leases on agricultural lands: A decision aid tool for Illinois agricultural producers. Western Agricultural Economics Association Annual Meeting. Anchorage, AK.

NURSING

Pohl, C.J., Pigman, Y., & IFLOSS. (2017, September). Implementation of tooth brushing in schools promotes positive oral health habits. Illinois Department of Public Health, Bloomington, IL.

EDUCATION

Quesenberry, A., Hamann, K., Sanden, S., Bates, A., & Hartle, L. (2018). Examining the impact of a year-long university–school partnership. *Action in Teacher Education*, 40 (3), 1-17. doi:10.1080/01626620.2018.1486752.

SOCIOLOGY

Beck, F. (2018). Data analysis for McLean County Criminal Justice Coordinating Council. McLean County IL.

Brehm, J. M., Elias, P., & Eisenhauer, B.W. (2015). Your water—Your future: A residential household survey to assess our water future: A report on the community survey. Illinois State University, Department of Sociology and Anthropology, Normal, IL.

SOCIAL WORK

Houston, D., Gjesfjeld, C., Avant, D., Miller-Ott, A., & Gholson, T. (2017). Final report—Higher education as the lifeline to social mobility for former foster youth: A comprehensive needs and assets assessment. Chicago, IL: The Spencer Foundation.

Avant, D. & Houston, D. (2018). First Star Academy FY18 annual report Q1–Q4. Normal, IL: Center for Child Welfare and Adoption Studies.

Houston, D. (2017). Permanency and well-being in the context of community: Central Region Rock Island immersion site report. Normal, IL: Center for Child Welfare and Adoption Studies.

Geiger, J., Gholson, T., & Houston, D. (2016). Foster care alumni and higher education: Recommendations to improve higher education access, enrollment, and success in Illinois. Chicago, IL: Jane Adams College of Social Work.

KINESIOLOGY AND RECREATION

Allar, I., Jones, E., & Bulger, S. (2017). Using "I am Moving, I am Learning" to increase quality instruction in Head Start classrooms. *Early Childhood Education Journal* 46 (1), 93-102. doi: 10.1007/s10643-017-0843-0

Mulvaney, M. & Barstow, L. (2018). Recreation programming needs assessment study for the Town of Normal Parks and Recreation Department.

Pierce, S., Blanton, J., & Gould, D. (2018). An online program for high school student-athlete leadership development: Community-engagement, collaboration, and course creation. *Case Studies in Sport and Exercise Psychology* 2(1), 23-29. doi: 10.1123/cssep.2017-0014

HEALTH SCIENCES

Lanier, J. (2017, June). Fiscal responsibility of food: A community approach to eliminate waste and stop hunger. American Association of Family & Consumer Sciences 108th Annual Conference. Dallas, TX.

TECHNOLOGY

Xie, H. (2018). Feasibility study of pedestrian bridge project for railroad crossing in the college Town of Normal, IL. Normal, IL: Illinois State University.

PHILOSOPHY

Leal Filho, W., Morgan, E., Godoy, E., Azeiteiro, U., Bacelar-Nicolau, P., Avila, L., Mac-Lean, C., & Huge, J. (2018). Implementing climate change research at universities: Barriers, potential and actions. *Journal of Cleaner Production*, 170(1): 269-277. doi: 10.1016/j.jclepro.2017.09.105

PSYCHOLOGY

Huber, B. J., Austen, J. H., Tobin, R. M., Meyers, A. B., Shelvin, K. H., & Wells, M. B. (2016). Overcoming barriers to rural children's mental health: An interconnected systems public health model. *Advances in School Mental Health Promotion*, 9 (3-4), 219–241. doi: 10.1080/1754730X.2016.1224121

O. D. Community Engagement and other Institutional Initiatives

Please complete all the questions in this section.

D.1. Does community engagement directly contribute to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty)?
Yes

D.1.1. Please describe and provide examples:
Diversity and inclusion and civic engagement are two inextricably linked core values of Illinois State. The value of diversity and inclusion, as noted in the strategic plan, "affirms and encourages community and a respect for differences. The University fosters an inclusive environment characterized by cultural understanding and engagement, ethical behavior, and a commitment to social justice. The University supports a diverse faculty and staff who mentor a diverse student population. The institution endeavors to provide opportunities for students, staff, and faculty to participate productively in a global society."

The University realizes these values in several ways:

- The University Scholars Enrichment Program for first-generation college students or students from traditionally underrepresented groups requires students in their third year to complete a service learning project with a community organization and reflect on their experience with a final presentation at the end of the year.

- All trips within the Alternative Breaks program are focused on a social issue. Students receive pre- trip education on the social issue and training on cultural awareness as most trips take place outside the state of Illinois and even abroad. The focus on cultural awareness exposes students to different perspectives and diverse experiences.

- The Dr. Martin Luther King, Jr. Day of Service project addresses social inequality and social justice before, during, and/or after the service through discussion and presentations by community organizations.

- The University's commitment to the development and implementation of a Civic Action Plan (Campus Compact) has further aligned diversity and inclusion to community engagement in that outcomes and indicators of success involve increased awareness of social and economic inequality.

- In 2016, the University hosted the first Culturally Responsive Campus Community Conference. Planned by a committee of campus and community members, this annual conference is designed to honor the contributions and talents of a diverse community and to further dismantle systems of oppression. Conference sessions are catered to student, faculty/staff, and community audiences, and all aspects of diversity and cultural responsiveness are addressed. Sessions and keynotes are presented by Illinois State faculty/staff and students, local community members and organizations, as well as scholars from other institutions.

- All students pursuing an education degree (all majors within the College of Education and secondary education majors in their home departments) are prepared to "realize the democratic ideal." According to this democratic ideal, education graduates "aspire to teach and serve everyone, including those on the margins, those who have been or are in danger of being excluded." Graduates have a "high regard for learning and seriousness of personal, professional, and public purpose" and understand "the factors that affect learning and appropriate teaching strategies." This ideal is truly realized in the programming and services of the National Center for Urban Education. Their work involves university-community collaborations with organizations and school partners to ensure learners' access to innovative and exceptional educational experiences and opportunities in diverse learning spaces, as well as research that advances collaborative and culturally responsive new knowledge in urban schools and communities.

D.2. Is community engagement connected to efforts aimed at student retention and success?
Yes

D.2.1. Please describe and provide examples:
Before students begin their first semester of college, they are exposed to the rich culture of civic and community engagement on campus through presentations on community and civic engagement opportunities at open houses and Preview orientation for incoming students. Once on campus, students can participate in programs such as the Welcome Week service project and Festival ISU, an annual

involvement fair. Many community agencies attend Festival ISU showcasing ways students can get involved through service.

Students are also introduced to the community through the first-year seminar. From 2005–2017, the "Learning in Communities" seminar was a collaboration with the American Democracy Project and Political Engagement Project. The seminar provided civic engagement curriculum to acclimate students to the community within which they would reside for several years while introducing them to the University's core value of civic engagement.

In fall 2018, a new first-year seminar, "Thriving in College, Career, and Beyond," provided students an updated and more cohesive introduction to both college and community. University College (a unit on campus that offers many transition programs, is responsible for facilitating first-year seminars, academic advising, and coordinates many services and scholarships to promote student retention and success) partnered with the Career Center and collaborated with the Center for Community Engagement and Service Learning (CESL) in developing the curriculum for the course. The new seminar includes a unit on civic and community engagement with reading materials, activities, and assignments that encourage students to evaluate and better understand their role within a community. Students are presented with opportunities to engage in their new community by participating in a one-day service project or community engagement program facilitated by CESL or other civic opportunities that promote student exploration of community and civic responsibilities. Reflection activities and assignments follow these experiences.

A campus-wide project to positively impact student retention using predictive analytics began in 2018. Data sources were identified, collected, and refined to ensure the most robust picture is painted regarding factors that influence student retention and success. One data source included in this analysis is student participation in co-curricular service projects such as Alternative Breaks and days of service. University College along with other campus units actively use the predictive model to provide intervention and academic support to students in an effort to improve retention, particularly for those students from underrepresented populations.

Moreover, the interim director of CESL sits on the University Academics and Career Council and University College/Career Center Working Group as a subject matter expert on civic engagement for its inclusion in curriculum and career preparation programs.

D.3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects protections for community-engaged research?
No

D.3.1. Please describe and provide examples:
The University's Institutional Review Board (IRB) works with all faculty that collaborate with community members and community partners on various research projects; however, currently these interactions take place on an individual basis. Generalized information for all community-based research programs is not currently offered with the exception of any research with minors. Per a newly instated University policy known as the "Protection of Minors Policy," all research projects involving minors in any capacity must be approved by the Minors Activity Compliance Committee. The IRB has indicated they would work to develop specific guidelines for human subjects protections for community-engaged research that would be readily available for all faculty and staff. It should be noted that all projects (community-

based/community-engaged or any other basic human subjects research) are held to the same standards as other research, so all requirements for consent, personnel training, confidentiality, and all other human subjects protections are upheld.

D.4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students?
Yes

D.4.1. Please describe and provide examples:
The following federal grants provide examples of how Broader Impacts of Research activities of faculty and staff connect to community engagement efforts.

Illinois State's National Center for Urban Education uses funding from a grant from the U.S. Department of Education to operate its Using Research Based Actions to Network Cities Engaged in New Teacher Education Reform (URBAN CENTER) program. URBAN CENTER creates an integrated, comprehensive system of urban teacher recruitment, preparation, and induction/mentoring to strengthen a pipeline model that recruits and prepares approximately 500 high-quality teachers for the highest-need districts in Illinois where teacher attrition is endemic and student achievement remains persistently low. This is accomplished through University engagement with the schools, school districts, and local community organizations.

Faculty in the Department of Family and Consumer Sciences was awarded a Healthy Marriage and Relationship Education Grant from the U.S. Department of Health and Human Services' Administration for Children and Families to provide resources for at-risk youth in Champaign-Urbana, Illinois. The grant implements the Champaign Area Relationship Education for Youth (CARE4U) program which works with various community agencies to help at-risk youth between the ages of 15 and 24 with relationship education, job readiness, and financial management skills to enhance well-being and support successful adulthood transitions.

A grant from the U.S. Health Resources and Services Administration provides funding for a new initiative within Illinois State's Mennonite College of Nursing. The initiative, Change Agents to the Underserved: Service Education (CAUSE), partners nursing college faculty and students with three area community health care organizations to focus on preventative health education and services. In addition to providing more clinical sites for nursing students, this partnership also embeds full-time, paid registered nurses (RNs) at each community health care organization, something each location lacked. In addition to serving the patients within their organizations, the RNs also serve as preceptors to the college nursing students, allowing students new experiences in diverse cultural settings. The CAUSE project aims to increase the number of nurses working in primary care at the full scope of their license, improve the health and well-being of patients outside the hospital, prevent hospital readmission, and ultimately, coordinate care and management of chronic illness, mental health, and substance use issues.

D.5. Does the institution encourage and measure student voter registration and voting?
Yes

D.5.1. Describe the methods for encouraging and measuring student voter registration and voting.
Illinois State University encourages student voter registration and voting through joint partnerships between the Student Government Association, the American Democracy Project (ADP) and Political Engagement Project (PEP), various academic departments, and the local county clerk's office. The

Student Government Association, in partnership with ADP and PEP, created a series of videos and launched marketing and social media campaigns to get students registered to vote and to vote in the 2018 midterm elections. The University also works with the McLean County Clerk's Office to host an early voting and voting day polling place on campus in the University's student center. Student senators from the Student Government Association, representatives from ADP and PEP, and University leadership including the President have met with the McLean County Clerk on several occasions to work through and ease logistical concerns on election days in order to ultimately encourage students to vote.

ADP and PEP also maintain the Redbird Voter Guide hosted on ADP's website which provides a convenient and thorough resource of information on how, where, and when to vote. The guide also provides information on the candidates appearing on the ballot.

Illinois State University uses TurboVote to register students to vote. The Student Government Association and ADP jointly fund this program. With this platform, the University monitors how many students register to vote or request absentee ballots and assesses the outcomes of the various engagement efforts. Milner Library collaborated with ADP and PEP to act as a central location for voter registration efforts even before the introduction of TurboVote in 2016. This collaboration led to the registration of over 500 students in both the 2004 and 2008 elections, nearly 1,300 students for the 2012 elections, and 1,816 in the 2016 elections.

In order to measure student voting rates, the University participates in the National Study of Learning, Voting, and Engagement (NSLVE) through the Institute for Democracy and Higher Education at Tufts University. The University has participated in NSLVE since the study began in 2012. This data provides a clear understanding of the effectiveness of voter engagement efforts and allows for more informed planning for future engagement efforts. For example, when reviewing the NSLVE report of voting rates it was evident that more efforts should be placed on reaching students in the first years of their undergraduate career. The NSLVE data paved the way for more opportunities for new students to register to vote. New students will have the opportunity to register to vote during the next Welcome Week (college transition programming that takes place the weekend before fall classes begin) beginning in 2019.

D.6. Is the institution committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement?
Yes

D.6.1. Describe the ways in which the institution actively promotes discussions of controversial issue:
Dr. Larry Dietz, Illinois State's President, strongly advocates for providing space and opportunities for students to talk about and grapple with controversial issues. He considers the college campus to be a space in which all people can exercise free speech with respect and integrity—two of the University's core values. In an email distributed to campus and also posted on the President's social media platforms in 2016, he outlined how the campus community can live the values of the institution by building community. "We must strive to achieve diversity and celebrate it as an important aspect of the community of Illinois State University. In order to continue to be a community and to meet the expectations of our value of diversity, we must listen to each other; discuss our issues with each other; respect our differences and learn from them; celebrate our achievements; and care about each other. I have faith in our potential to do all of these things."

This philosophy is realized through professional development offerings for faculty and co-curricular programming for students.

Illinois State's Center for Teaching, Learning, and Technology offers workshops, learning communities, and professional development circles on diversity and inclusion to equip faculty with skills that allow them to better facilitate controversial conversations in classes in a culturally responsive and nonthreatening manner.

A new initiative developed by two college deans aims to equip faculty members with the tools they need to facilitate tough conversations in the classroom. The initiative, "Courageous Conversations," recruits faculty members with diversity and inclusion experience to create different scenarios concerning multiple controversial issues that may take place in the classroom and facilitate workshop sessions with academic departments.

Students have co-curricular opportunities to engage in controversial conversations.

- The Office of Diversity Advocacy hosts monthly "Lunch n' Unlearn" discussions surrounding relevant diversity and social justice topics led by University faculty and guest speakers from local community organizations.

- University Housing hosts cultural dinners once or twice each semester which include an address from a keynote speaker, a meal, and entertainment specific to the culture being celebrated. Following the Dr. Martin Luther King, Jr. Dinner each January, the Division of Student Affairs also hosts a post- event discussion called On Common Grounds: Dialogues on Diversity and Social Justice. This event brings together faculty/staff, students, alumni, and community members for deep conversation and opportunities for a sharing of world views and experiences.

- Student participants and leaders of Alternative Breaks are given substantial opportunities to discuss controversial topics before, during, and after their service trips.

- The Center for Community Engagement and Service Learning (CESL) offers a Civic Film Series whereby a film focusing on a specific social or political issue is screened at a local movie theater. A discussion with the campus and local community members, facilitated by faculty or guest speakers, follows each screening. CESL will also offer civil dialogue programming beginning in 2019 including a National Issues Forum Institute deliberative dialogue event and a Red/Blue Workshop through the Better Angels organization.

D.7. Does your campus have curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above?
Yes

D.7.1. Please describe and provide examples:
Developed by a faculty member in the Department of Marketing, the Innovation Consulting Community provides students with transformational learning experiences by providing innovative solutions to complex problems identified by for- and non-profit organizations. Students from all majors apply to participate in this co-curricular experience supervised by a project mentor. Prior to working with the organization, students go through a series of personal and professional development modules that

prepare them for their project. All projects are proposed by community/corporate organizations and goals and objectives are agreed upon prior to students beginning their work.

A faculty-student collaboration in the Department of Family and Consumer Sciences created a socially innovative program to address the problem of textile waste. Known on campus and to the community as Fix It Friday, this program offers free, basic mending, sewing, and clothing repair services to the Bloomington-Normal community on Fridays bi-monthly. Student volunteers set up their sewing machines at local libraries, coffeehouses, and shops to not only mend clothing but also to educate community members about overconsumption. More than 100 customers have had clothing repaired at Fix It Friday, and more businesses around the community are requesting to host the project.

Illinois State University's Startup Showcase, a program out of the George R. and Martha Means Center for Entrepreneurial Studies within the College of Business, is a student business startup competition designed to link student contestants to support resources. Startup Showcase provides an opportunity for entrepreneurial teams to compete in creating new enterprises that support community and social needs. In 2018, community members judged 18 teams of students on their demonstration of a need for the service or product they wished to develop. The event brought members of the community together with students from several local schools to focus on identifying and addressing niche needs in the community.

OUTREACH AND PARTNERSHIPS

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Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use.

Partnerships focus 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.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

P. E.1. Outreach

E.1.1. Indicate which outreach programs and functions reflect a community engagement partnership approach. Please select all that apply:
For each category checked above, provide examples:

Outreach	Selected	Description
Learning centers	Yes	Established in 2005, the Illinois State University Horticulture Center in the Department of Agriculture is a place for horticultural research, learning, and exploration within the community. The Horticulture Center has nutraceutical, literary, native prairie, and children's gardens among others. The Children's Garden and Nutraceutical Garden are particularly popular for elementary school field trips and excursions with children. The Center hosts 4,000 community visitors each year with programming and special events which often partner with other community organizations. These partnerships enhance program offerings and educational experiences for University students and community members alike. A few of the partnerships include: • A partnership with the University of Illinois Extension Master Naturalist Program to develop and maintain an herb garden. • In collaboration with the Children and Elder Forest organization, 27 families in the community came together to plant a tree at the Horticulture Center to strengthen their bond as a family while making a commitment to the environment. The Children and Elder Forest's mission is to deepen the bonds between the generations while planting more indigenous trees in groves by way of increasing the quality of life in the community.

		• The Horticulture Center partners with the ParkLands Foundation to help locate, grow, and harvest seeds for threatened species of prairie plants. The ParkLands Foundation seeks to preserve, protect, and ecologically restore historic natural lands in the middle of the Mackinaw Valley watershed just north of campus. The Autism Place (TAP) is hosted by the Department of Psychology and located within an early learning center in Bloomington to provide resources for children diagnosed with autism spectrum disorders. Encompassing multiple outreach categories, TAP provides hands-on training for more than 50 pre-professionals in the areas of psychology, speech and language pathology, special education, and nursing each week; direct clinical services to more than 100 children with autism spectrum disorders and their families each week; community resources to parents and professionals; and professional trainings to day care workers, first responders, social workers, physicians and other professionals throughout the community who may come in contact with individuals with autism spectrum disorder. TAP has also served as a site for many clinical research projects that seek to better understand autism and how families and communities can best support children diagnosed with autism spectrum disorders. The Illinois State University Planetarium in the Department of Physics has been in operation since 1964, providing enriching and entertaining program and education to the local community. The facility includes a star theater with a Spitz A-3-P planetarium projector, a 30-foot diameter dome, and seats for 110 guests complemented by a spectacular lighting system and state-of-the-art video and sound. They offer public planetarium presentations, school and community group presentations, in-service teacher workshops, a travelling telescope program, and adult education classes. Most programs and activities of the Planetarium are planned in cooperation with the Twin City Amateur Astronomers. Calling themselves "Partners in Astronomy Education," the Planetarium also collaborates with the Twin City Amateur Astronomers to maintain a 24-hour hotline dealing with celestial events.
Tutoring	Yes	America Reads, America Counts is a federal work-study program operated out of the Financial Aid Office that offers free reading and math instruction to K–9 students in the community. Illinois State partners with local school districts to provide the tutoring. This service provides a benefit to the student tutors while also helping local K–9 students improve academically. The Mary and Jean Borg Center for Reading and Literacy (Borg Center) within the College of Education at Illinois State University was developed as a public service to offer opportunities that facilitate the

		development of various literacies among the residents of Illinois through service and research. The Borg Center provides reading assessment and tutoring services for students in grades 2–12, professional development opportunities for PK–12 educational institutions, and provides the training for the America Reads, America Counts tutors. The Borg Center has been successful in developing partnerships with schools, organizations, and communities to share best practices and to provide professional development in literacy education. The Borg Center is committed to involving partners in learning, research, and assessment and to developing innovative approaches to disseminating research findings. Cadets Helping Kids is an initiative out of the Department of Military Sciences and Illinois State's Reserve Officer Training Corps (ROTC) program that places student cadets in the first-grade classrooms of a local elementary school to provide tutoring and mentoring one day per week during the school year. This decade-long partnership provides cadets the opportunity to exercise one of the core values of the United States Army, selfless service, while also supporting and uplifting youth in the community.
Extension programs	No	
Non-credit courses	No	
Evaluation support	Yes	The Institute for Regulatory Policy Studies in the Department of Economics provides research support regarding public utilities, public policy, and environmental issues. The Institute is supported by regular member companies and government entities made up of major electricity, natural gas, and telecommunications corporations (such as Nicor/AGL Resources, Commonwealth Edison, and Exelon Corporation). Representatives from these organizations serve on a board of directors and additional committees that support the research and outreach of the Institute. The Stevenson Center for Community and Economic Development provides direct service to communities in the form of economic impact analyses and forecasting, grant-writing training, and data management expertise. One partnership with the McLean County Criminal Justice Coordinating Council provides data to criminal justice agencies and partners that is used to inform decision-making and improvements to the county's administration of justice. The Center for the Study of Educational Policy (CSEP) in the College of Education conducts applied research, manages grant-funded projects and contracts, and performs program evaluations to inform policymakers and practitioners regarding improvements across the P–20 education continuum. CSEP further supports the region's

		educational and training institutions to enable employers to cultivate, attract, and retain workforce talent. CSEP develops strategic plans for employer engagement, career pathway development and implementation, and the metrics by which goal attainment is evaluated. It also assists the McLean County Regional Planning Commission in the development of a community dashboard for public access to pertinent data on demographics, economic conditions, education and workforce, and quality of life. All evaluation support efforts by CSEP help create new and helpful information to inform educational policy on a variety of levels. The Katie School of Insurance and Risk Management within the College of Business provides risk management consultations to local community agencies that have identified a need. These consultations have provided mutually beneficial experiences for the students conducting the risk analyses as well as the organization receiving helpful information about how they can mitigate risk.
Training programs	Yes	The Center for the Study of Educational Policy (CSEP) provides training programs to communities and manages grants that support PK–12 principal preparation and continuing professional development, partnering with the local Regional Office of Education (ROE) and its school districts, as well as with other ROE and school district systems statewide. These partnerships provide valuable research and resources to improve educational systems. Additionally, CSEP administers grants to conduct leadership training for early childhood leaders, provides training modules for early childhood teacher evaluations, and assists districts in implementing strategies to ensure seamless PK–3 transitions for students. The Organizational Leadership Institute (OLI) within the College of Business provides leadership development training for students and community members. The Leadership Certificate Program, Leadership Breakfast Series, and Leadership Fellows Program are several examples of the programs OLI hosts for members of the community. OLI will also partner with a local organization to develop a customized leadership development program that works best for them.
Professional development centers	Yes	Holding licenses from the Illinois Department of Financial and Professional regulation, the School of Social Work and the Psychological Services Center provide continuing education conferences to the social work, counseling, and psychology professional community. Milner Library houses the Midwest Region of the Library of Congress's Teaching with Primary Sources (TPS) program. TPS is the

		premier educational program by the Library of Congress, focused on helping educators enhance students' critical thinking and analysis skills and content knowledge using the Library's collections of millions of digitized primary sources. The TPS Midwest Region offers several professional development opportunities each semester for K–12 educators in a leveled system. The Center for Mathematics, Science, and Technology out of the College of Arts and Sciences provides professional development online, on-campus, and on-site for K–12 educators focusing on STEM curriculum and STEM pedagogy with a hands-on approach to teaching and learning. The National Board Resource Center (NBRC) at Illinois State is the only resource center in the Midwest, supporting National Board Certified Teacher candidates and teachers. NBRC promotes the use of the National Board Standards as a professional development tool and lever for teachers to improve their teaching; supports diverse groups of teacher candidates seeking National Board Certification for the first-time, retake, and renewal; builds the capacity of National Board Certified Teachers to improve teaching and learning through mentoring and facilitating professional development in their respective schools and districts; and partners with universities to align courses and degree programs with National Board Standard. The National Center for Urban Education provides induction and mentoring for Illinois State University graduates who are currently teaching in the Chicago Public Schools in order to mitigate teacher turnover, especially in urban schools. The program involves pairing each new graduate with an in-building mentor for a period of two years. The mentors are provided high-quality, state sanctioned mentor training and subsequent professional development opportunities are provided for both beginning teachers and mentors.
Career assistance and job placement	Yes	The Department of Family and Consumer Sciences' Health and Human Services Grant Project known as Champaign Area Relationship Education for Youth (CARE4U) places at- risk students participating in the program in part-time summer work to help them with a more successful transition into adulthood. In many instances, CARE4U covers the wages for the students, taking some of the financial burden off of the partnering organizations.
Other (please specify)	Yes	The Eckelmann-Taylor Speech and Hearing Clinic within the Department of Communication Sciences and Disorders provides low-to no-cost speech therapy and audiology services to the community. This provides students, in highly supervised settings, required clinic experience while also providing an important community service. The clinic has partnered with the Normal Township Activities and

| | | Recreation Center (a local recreation facility for seniors) to open a satellite audiology clinic at the facility.

The Stanley S. Marzolf Center for the Psychological Assessment and Treatment of Children and Adolescents within the Department of Psychology provides psycho- educational assessment and intervention to children and families in the community. Referrals for service come from schools, physicians, local community agencies, and families. Psychological Services Center staff consult with community educational systems on recommendations for children and adolescents and provide clinical training and experiences for doctoral level psychology students as well as research opportunities for faculty.

The Social Media Analytics Command Center (SMACC lab) in the School of Communication is a specialized computer lab whose primary goal is to analyze public conversations from social media outlets, popular discussion forums, and major blogs. The SMACC lab has partnered with various groups and organizations in the community to monitor social media trends and activity. Analysis of social media surrounding various topics, such as trends during the past national election, is often shared on local news media outlets. SMACC lab staff have also facilitated social media marketing trainings. One specific training took place in 2018 with local nonprofit agencies participating in the 48in48 event in Bloomington. This event was part of a nationwide initiative where local digital professionals volunteer their time to create websites, logos, and other marketing materials for 48 local nonprofits. |
|---|---|---|

E.1.2. Which institutional resources are provided as outreach to the community? Please select all that apply:

Outreach	Selected	Description
Cultural offerings	Yes	The Department of Languages, Literatures, and Culture hosts the Hispanic Heritage Fair each year. This fair provides participants from Illinois States University and the Bloomington-Normal community with a unique exposition featuring the rich and diverse Hispanic heritage, cultures, and contributions of residents native to or descendants from the Spanish-speaking nations of Spain; North, Central, and South America; and the Caribbean. The department also partners with the Children's Discovery Museum to annually host a El Dia de los Muertos event. Members of Sigma Delta Pi, the National Collegiate Hispanic Honor Society, lead all the educational and

		pedagogical aspects of the event at the museum, including a bilingual reading session. The Illinois Art Station provides free children and youth art workshops in collaboration with community partners such as The Autism Place, local public libraries, local community centers, and the Boys and Girls Club. These on-site art workshops provide creative art expression through a variety of mediums with a developmental focus for children in the community. The College of Fine Arts and University Galleries provide multiple opportunities for cultural enrichment of both University students and community members alike. The college partners with K–12 teachers and community educators to offer curriculum-specific exhibition tours and workshops at University Galleries. These partnerships also offer learning opportunities for art education students to develop lesson plans and teach K–12 artmaking workshops at University Galleries. Specific partnerships include providing workshops and public exhibition space for students at a community school and clients from local nonprofit supporting people with developmental disabilities.
Athletic offerings	Yes	Campus Recreation Services provides recreational equipment rentals and trips for not only faculty, staff, and students, but also residents of Bloomington-Normal as a response to requests and a demonstrated need. University Athletics sponsors several annual training programs and camps for school-age children and also offers "Reggie's Kids Club" for children under the age of 12. This program offers kids exclusive opportunities and workshops with athletes before certain home games, free admission, and other giveaways. Beyond the general public outreach University Athletics provides, the student athletes are very engaged with the community. Partnerships with local schools have allowed for student athletes to mentor and tutor school-aged children in the community.
Library services	Yes	Community residents are eligible to borrow Milner Library materials, including educational kits, use public wi-fi signal (the only location on campus with public wi-fi), receive research assistance, use public workstations, and get assistance with government documents through the Federal Depository Law Program. The Dr. JoAnn Rayfield Archives within Milner Library houses and provides research services to historical records transferred by local governments.
Technology	Yes	The Center for Mathematics, Science, and Technology (CeMaST) stimulates, conducts, and supports integrative science, technology, engineering, and mathematics (STEM) education activities and

		scholarship. Primarily a public outreach center and resource for K–12 educators in the STEM disciplines, CeMaST offers several conferences and challenges for school-aged children in the community including a STEM conference for girls in grades 5–10 and their parents and teachers, an annual high school STEM research symposium, and a solar car challenge. CeMaST's resources for K–12 educators include sample K–12 STEM curriculum materials and other resources that can be requested by any school in the state for use in a classroom. These resources include free Redbird chopper kits for students to research and build their own motorcycle, free muscle kart kits for students to research and build their own muscle kart for racing, and Smart Grid construction sets. In 2017–2018, 91 different schools explored the Smart Grid systems. They also partner with the local Children's Discovery Museum on programming and summer camps. The School of Communication supports a locally operated public radio station (WGLT) which also serves as a National Public Radio (NPR) affiliate, in addition to operating a student-operated TV (TV-10) and radio station (WZND) that service the college campus and immediate local community. WGLT connects the campus to the community and vice versa with its reporting and diverse programming on multiple platforms. WGLT partners frequently with the local chapter of the League of Women Voters to host forums with candidates during local election cycles and with local subject matter experts surrounding important issues in the community.
Faculty consultation	Yes	Faculty consultation to benefit the community takes on many forms at Illinois State. Some examples are listed below: • A faculty member and director of the Katie School of Insurance and Financial Service has worked with the country of Ghana since 2008 to create microinsurance products to protect farmers and banks in the case of crop loss associated with rainfall or other natural disasters. Agriculture makes up about half of Ghana's gross domestic product and employs nearly 60 percent of the workforce; however, few insurance plans are available to protect farmers in the event of crop loss. The microinsurance products provide a low-cost insurance plan intended for low-income farmers in the event of poor crop yields. This collaboration also provided Ghana an index model based on rainfall data and vegetation information upon which to base the microinsurance products. The faculty member collaborates with the Departments of Agriculture, Geography, Marketing, and Management and Quantitative Methods on this project. • Faculty within the Department of Family and Consumer Sciences partner with the Community Health Care Clinic to

		provide free dietetics and nutrition consultations to clinic clients. • Faculty members in the Department of Geography, Geology, and the Environment have consulted with local and state municipalities to evaluate and monitor water quality.
Other (please specify)	No	

E.2. Partnerships

This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of 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. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to https://www.brown.edu/swearer/carnegie.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response. Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. *Community partners are recognized by the campus.*
2. *Community partners are asked about their perceptions of the institution's engagement with and impact on community.*
3. *My community voice is heard and I have a seat on the table in important conversations that impact my community.*
4. *The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.*
5. *The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.*
6. *The partnership with this institution had a positive impact on my community*
7. *Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.*
8. *Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.*

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email: carnegie@brown.edu

The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.

The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.

Partner #1

Project/Collaboration Title	Champaign Area Relationship Education for Youth (CARE4U) Program
Organization Name	Champaign Community Unit School District 4
Institutional Partner	Department of Family and Consumer Sciences
Purpose of this collaboration	The Department of Family and Consumer Sciences at Illinois State University implemented the Champaign Area Relationship Education for Youth (CARE4U) program with community partners Champaign Unit 4 (Centennial and Central High Schools and Novak Academy), Urbana District 116 (Urbana High School), and the Champaign/Ford Regional Office of Education #9 (READY Program). An increasing number of children and youth in Champaign County live in poverty, placing them at risk for multiple adverse relationship, occupational, and financial outcomes. CARE4U, with its partnerships, helps address this critical need. Through the CARE4U program, Illinois State impacts vulnerable youth and their families as well as the Champaign-Urbana educational and business communities. CARE4U provides youth (ages 15–24) in partner school sites with relationship education, as well as job readiness and financial management skills in order to enhance their well-being and support their successful transition to adulthood. Trained CARE4U staff members implement the program and deliver curricula with the assistance of undergraduate and graduate-level students from Illinois State University. The program is delivered to groups of 10–20 youth who are recruited through the various schools in the community. The year-long program includes weekly discussion sessions at the schools led by University facilitators and students as well as members of the partnering school staff. Together, they interact and build rapport with students as they cover topics such as healthy relationships, communication skills, conflict resolution strategies, job readiness skills, and financial literacy. Youth who complete the curricula qualify to participate in the summer youth employment or community college tuition reimbursement component, further strengthening the impact of Illinois State on business partners and post-secondary educational communities. Because family buy-in encourages the use of newly learned skills, opportunities for families to become part of the CARE4U experience are included through quarterly Family Nights. These events include mini-lessons to help improve family relationship dynamics. In addition, the program hosts a one-day Youth Conference featuring a professional motivational speaker in the fall and partners with the school districts on a career event that brings employers and youth together in the spring each year. CARE4U has served approximately 850 students since 2016.

	Target enrollment is 160 youth per year. The program has consistently exceeded targets due to strong community partnerships.
Length of Partnership	3 years
Number of faculty involved	3
Number of staff involved	6 full-time
Number of students involved	8–15 undergraduate students and 3 graduate students
Grant funding, if relevant	$992,735 per year for five years from the U.S. Department of Health and Human Services' Administration for Children and Families
Impact on the institution	In addition to providing services to youth in Champaign County, CARE4U also provides an opportunity for faculty research and supports the education of undergraduate and graduate students in the Departments of Psychology and Family and Consumer Sciences at Illinois State University. Each year, approximately 8–15 undergraduate students participate as apprentices in the continuous quality improvement (CQI) portion of the CARE4U program. Undergraduate students serve as assistants to program facilitators to help provide the curricula to students in Champaign County. Working with the Project Facilitators, each student is provided the opportunity to learn and build clinical skills working with at-risk youth. Undergraduate students help with behavior management, organization of tasks during group lessons, and they even help teach lessons as they develop their group facilitation skills. The students learn the importance of treatment integrity and engagement ratings, how these impact programming, and how to engage youth in the program. This unique aspect of CARE4U allows undergraduate students to advance in their knowledge and skills related to program implementation, intervention, and group-based clinical skills. This is important given a large proportion of students seek graduate-level training in clinical, school, and counseling psychology. Undergraduate assistants also gain experience in multiple research processes with the support of faculty members, including data design and collection, data analysis, data interpretation, and dissemination of results via conference presentations and manuscript submissions to peer-reviewed journals. Students gain experience in qualitative research methods, learning how to conduct focus groups as well as how to transcribe and code qualitative data. Students are also mentored in quantitative methods, learning how to enter and manage quantitative data. Many students present research as individuals or in groups at regional and university conferences—learning how to conceptualize, analyze, and present data through poster presentations. Such experiences enhance their understanding of research methods and how to translate research findings to real world applications, all while

	building professional skills in research dissemination. In addition to the undergraduate students, each year three graduate students help lead the team. Graduate students are able to build their skills related to team management and leadership. They function as "middle-managers"—organizing and delegating tasks, supervising lab activity, and assisting in the training and mentorship of undergraduate students. They are able to help with conference presentations and workshops, take a very active role in data management and analysis, and help prepare manuscripts. As such, CARE4U is able to help these graduate students become strong professionals in their chosen fields through leadership development and substantial contributions to the theoretical and applied literature.
Impact on the community	While staff and community members also benefit from Illinois State's partnership with Champaign-Urbana through CARE4U, the greatest positive impact of the program is on the high school students involved. Students in CARE4U give their lunch time to meet and learn valuable skills. They are provided with experiences they would otherwise not have, and they are given valuable information on building relationships, job skills, and financial literacy; information that enriches their lives and improves conditions in schools and the community. As a result of this program, students understand how to build relationships in and out of the CARE4U classroom settings. At one school, several youth in a conflict were overheard talking about the importance of listening skills—content they learned in CARE4U. The relational skills they learned allowed them to deescalate a situation that could have led to more concerns for the school and students. CARE4U students currently in alternative learning programs have started to open up, relate to, and learn with each other about the importance of their role in a good relationship. Before CARE4U, students in some of these alternative programs would never commit to a program that met weekly. Students would typically miss several weeks in a row or give up halfway through, but CARE4U has maintained their interest and they are learning and growing in valuable ways as a result. The job skills and employment portion of the CARE4U program has been extremely valuable to students, community partners, and the staff at these sites. In summer 2018, 70 students completed the program and were placed in paying jobs. Many of these students had been unsuccessful at maintaining proper work attitudes, effort, and etiquette, but the experience of CARE4U led to students' attitudes, grit, and perceptions of employment changing for the better. Staff at the partnering site commented on how proud they were to see CARE4U students with portfolios, résumés, and proper work attire attending professional events and receiving interviews for jobs they thought they could never attain. Another positive impact of CARE4U on students is the financial literacy curriculum. The program asks students to work out a monthly budget. Several students admitted they did not realize how much it cost to live comfortably. This has made an impact on their perception of what they

	want to do in their future, making their career options more important to them. Ultimately, this program is the first time most of these students have been treated like an adult capable of undertaking adult responsibilities. By completing this program, they are not only bettering their lives, but also positively influencing the community in which they reside by learning skills to contribute to the workforce.

Partner #2

Project/Collaboration Title	Cadets Helping Kids
Organization Name	Fox Creek Elementary School—Unit 5 School District
Institutional Partner	Redbird Battalion/ROTC
Purpose of this collaboration	The Cadets Helping Kids program was developed over a decade ago to help ensure that selfless service—one of the core values of the United Stated Army—was part of the cadets' experience while in the Reserve Officers' Training Corps (ROTC) program at Illinois State University. Members of the ROTC Redbird Battalion, tutor and mentor first grade students at a local elementary school one day a week during the school year. While the Cadets practice selfless service and learn about community engagement, they also encourage and inspire the first graders to enjoy education and strive to become life-long learners. A teacher from Fox Creek Elementary—the program's current community partner for four years—explains the partnership best: "It goes both ways. My class and the college kids are both learning about something bigger than themselves."
Length of Partnership	4 years with current community partner
Number of faculty involved	1
Number of staff involved	1
Number of students involved	12–15
Grant funding, if relevant	
Impact on the institution	For the Redbird Battalion, Cadets Helping Kids serves to train the Cadets to put other people before themselves. As stated previously, one of the Army's values is selfless service. This program helps the Cadets embrace and embody that value in their own lives. And as they

	embody selfless service in their own lives, the Cadets also bring the knowledge, skills, and dispositions developed through their community engagement into their interactions with others across the Illinois State University campus. Through Cadets Helping Kids, the Cadets also begin to understand what it means to be a role model for others. Knowing that other people, both the students and the faculty at Fox Creek Elementary, have higher expectations of the Cadets' behavior and involvement encourages the Cadets to exhibit the highest qualities of character that they can carry with them into the military and their chosen field of work.
Impact on the community	For Fox Creek Elementary, the impact of the program is multifaceted. The Cadets serve as role models for the students, showing them different possibilities in the future for their educational goals. Female students benefit from seeing female Cadets in the program, both as strong female role models and as examples that women can pursue military careers. The Cadets also spend time tutoring the students on reading and math, two key skills that some first graders may find difficult. Cadets Helping Kids also shows the students, faculty, and the families of Fox Creek Elementary that soldiers live in their community and are people just like them, even though the nearest military base is over 100 miles away. The program strengthens the ties between the local community and the military members that live within it. One Fox Creek Elementary teacher explained how she feels this program has impacted her students: "I think it's important that they think about furthering their education or consider the military or trade school and then ask themselves, 'What am I going to do?' The ROTC kids show them what they can be." Too often higher education and the military seem distant or too far removed from the realm of possibility for students in elementary school. Cadets Helping Kids shows how these institutions can work with local schools to encourage and inspire students to love learning, show them that learning never stops, and bridge the divides between the community, the University, and the military.

Partner #3

Project/Collaboration Title	Illinois State University/Illinois Wesleyan University Habitat for Humanity Student Chapter
Organization Name	Habitat for Humanity of McLean County
Institutional Partner	Illinois State University/Illinois Wesleyan University Habitat for Humanity Student Chapter

Purpose of this collaboration	The student chapter of Habitat for Humanity at Illinois State collaborates with the student chapter of Habitat for Humanity at a local, private university (in partnership with Habitat for Humanity of McLean County) to raise funds and build homes for local families. Since 1995, the combined Illinois State University/Illinois Wesleyan University Habitat for Humanity Student Chapter has built 24 affordable houses for local residents across McLean County. Their 25th home will be completed during the 2018–2019 school year. This is a noteworthy accomplishment because other campus chapters across the country typically build a new house every two or three years. The rate at which the Illinois State/Illinois Wesleyan chapter has been able to finish a new home every year (and two in one year) is especially impressive given that as part of this partnership the chapter must raise half of the cost of each home, which is approximately $80,000. This partnership not only impacts the lives of the families who work alongside the university students to build their homes, but it also impacts the larger social issue of affordable housing within the Bloomington-Normal community. Housing subsidies are only available to a small fraction of the family households who need help to afford any housing, let alone decent housing. Habitat for Humanity of McLean County receives about 100 applicants each year, but only has the capacity to build about six houses annually. This partnership with the student organization builds the capacity of the county chapter.
Length of Partnership	23 years
Number of faculty involved	1 faculty advisor and 2 emeritus faculty
Number of staff involved	1
Number of students involved	207 student chapter members in addition to additional build site student volunteers
Grant funding, if relevant	$10,000 from the State Farm Foundation
Impact on the institution	Student members of the Illinois State/Illinois Wesleyan Habitat for Humanity Student Chapter learn many skills they would not otherwise learn in the classroom and build relationships within the community. Besides the construction skills learned while volunteering on build days at the housing sites, student members of the Habitat for Humanity Student Chapter are also learning about philanthropy, event planning, and marketing. In the 2017–2018 school year, students held three different fundraising events: Trick or Treat for Change, Big Tip Tuesday, and the first ever Habitat Home Run 5K Color Run. Students work with Habitat for Humanity of McLean County, their campus faculty advisor, and occasionally the Center for Community Engagement and Service

	Learning to plan these events and market them to the campus and local community.
	These efforts raised over $20,000 in the 2017–2018 school year. The student chapter and the county organization further expanded upon their partnership with Illinois State by collaborating with a service learning class. In "Small Group Communication" (COM 223), students complete a semester-long small group project that involves meeting the identified need of a local community organization. Often, those needs involve raising funds and volunteering. This partnership has provided the students in the class with volunteer opportunities and ideas for fundraising, while helping the campus Habitat chapter achieve its goals. Perhaps the most meaningful impact of this partnership on the institution is the relationships students are building within the community.
	Student volunteers are working literally side-by-side with local families to help them achieve their goal of owning a home. Students build life-long connections with these family members and the family in turn develops an affinity and appreciation for the University. A previous campus chapter partner family has a daughter who is about to enter college. The family stated they knew she would attend Illinois State University due to the experiences they had with the student volunteers and the relationships they built. The daughter plans to join the Habitat for Humanity Student Chapter when she attends Illinois State.
Impact on the community	Over the past two decades, the Illinois State/Illinois Wesleyan Habitat for Humanity Student Chapter has fundraised and built affordable homes in McLean County. Every Saturday from September to May, a group of Illinois State students from a variety of recruited student organizations are out on the housing site, constructing the home. They have several fundraisers throughout the year to help lower the cost for the partner family who purchases the home from Habitat for Humanity of McLean County with a 25 year, no interest mortgage. The most notable fundraiser is Trick or Treat for Change which has been going on for over a decade. This fundraiser sends students into the community on Halloween to "trick or treat" in local neighborhoods and ask for monetary donations or spare change instead of candy. In 2017, the students raised $11,338.32 from this event alone. They almost doubled that total in 2018 by applying for and meeting the requirements of a $10,000 matching grant from State Farm. Besides the funds raised by the students, Habitat for Humanity of McLean County is impacted by the time and talent of the students. On average, 10–15 students arrive on a weekly build day to help construct one of the homes. The sheer number of volunteers that come consistently allows the organization to keep overhead costs down, so they are able to continue to provide affordable housing to residents of McLean County. According to Habitat for Humanity of McLean County, the students are some of their best

	volunteer crews, as they come prepared to learn and will adapt quickly to the usually unfamiliar territory of a construction site. In a broader way, this partnership is building a better future for community members. Habitat for Humanity International completed a study which found that children of homeowners or non-renters of the same demographics (age, income, race, etc.) are 116 percent more likely to graduate from college than those that rent their home. Children of homeowners are also 25 percent more likely to graduate from high school and have nine percent higher math scores and seven percent higher reading scores than children of parents who rent a home. The efforts of the campus chapter are truly giving back to the next generation of college students and members of the community. To date, the student chapter has helped 53 children and 36 adults have a door to lock, a roof that does not leak, an affordable house payment, a sense of pride, and place to call home. The Illinois State/Illinois Wesleyan Habitat for Humanity Student Chapter is the envy of many other affiliates for its longevity, fundraising power, and commitment. Without this partnership, 24 families in the community would likely still be without adequate housing.

Partner #4

Project/Collaboration Title	Summer Teacher Education Partnership for Urban Preparation (STEP-UP)
Organization Name	North Park River Commission
Institutional Partner	National Center for Urban Education
Purpose of this collaboration	The Summer Teacher Education Partnership for Urban Preparation (STEP-UP) program out of the National Center for Urban Education is a four-week teaching, community internship, and summer residency program for pre-service teachers from Illinois State University. Students who are selected for STEP-UP live in Chicago, Decatur, or Peoria, Illinois, in a partner neighborhood where they participate in a rigorous four-week program. During the program, the students assist in Chicago Public School (CPS), Decatur Public School (DPS), or Peoria Public School (PPS) classrooms during summer school; serve as interns at community-based organizations; engage in deep reflection about urban teaching through seminars and workshops taught by Illinois State faculty/staff, CPS, DPS, and PPS teachers/administrators, and community activists; and participate in other civically engaged activities in Decatur, Peoria, and five culturally distinct Chicago communities. STEP-UP has a strong focus on the role community plays in education and the ways in which teachers are a part of the greater community effort toward improving the quality of life for all residents. STEP-UP provides pre-service

	teachers an in-depth understanding of one partner community by fully immersing them in the neighborhood and truly preparing them to become a community teacher.
Length of Partnership	9 years
Number of faculty involved	8
Number of staff involved	13
Number of students involved	31
Grant funding, if relevant	$12,406 from the U.S. Department of Education
Impact on the institution	Created as a way to bridge the gap between urban redesigned courses on campus and student teaching, STEP-UP provides scaffolded teaching and community immersion experiences in partner communities and schools in Chicago, Decatur, and Peoria. Illinois State students who participate as STEP-UP fellows begin their student teaching experience later in their educational careers with a deeper understanding of the urban classroom and community which positively impacts their ability to succeed in the classroom as teachers after graduation. STEP-UP fellows come from education programs from all departments and colleges across campus. STEP-UP students have exposure to critical topics in urban education through program seminars, including differentiated instruction, culturally responsive curriculum planning, social emotional learning, English as a second language, and diverse learner supports. Students are also connected to a network of educators and community scholars in their community who provide support throughout their journey from STEP-UP to student teaching to becoming community urban teachers. Moreover, the opportunity to live with a host family provides unique benefits including a deeper understanding of the assets of parent and family partnership in education and opportunities to improve language skills for bilingual education majors. STEP-UP also provides opportunities to extend partnerships within the University such as working with Golden Apple scholars, another urban preparation program for Illinois high need future teachers. In 2015, the National Center for Urban Education (then known as the Chicago Teacher Education Pipeline) and their STEP-UP program was featured on WTTW Chicago, Chicago's PBS station. In 2016, STEP-UP was again featured on PBS NewsHour nationwide. This exposure for the program helps build credibility for not only the STEP-UP program but also the University.
Impact on the community	Due to STEP-UP's presence in multiple neighborhoods, this narrative focuses on the Albany Park neighborhood and its partnership with the

North River Commission in order to provide a full description of the partnership's impact on that community. STEP-UP has had a positive impact on North River Commission (NRC), a community organization on the northwest side of Chicago, as well as on the Albany Park schools and greater community. While student learning is usually the purpose of an internship, STEP-UP fellows really meet a need in the community while also learning how to become a community teacher. They provide much needed assistance to Chicago Public Schools teachers and administrators who do not have enough support during summer school. Albany Park school principals look for STEP-UP alumni when hiring because of their strong training as culturally responsive, community educators. STEP-UP fellows also live with families in the neighborhood of their placement. The recruitment of host families and their participation in the program has grown NRC's reach, strengthened relationships, and encouraged families to become more involved in NRC and community activities. In fact, former STEP-UP host families now serve as NRC Board Members, NRC committee members, and local Friends of School group members. They also are much more knowledgeable about local schools and community-based organizations, and therefore act as ambassadors for them. The National Center for Urban Education at Illinois State has contracted local teachers, community-based organization staff, and other community experts to teach STEP-UP Professional Development seminars. These contracts have opened the doors for new opportunities, especially in the case of Kristin Hovious, the founder and lead trainer of SEL (Social Emotional Learning) Chicago and an NRC Education Committee member. Through her relationship with Illinois State, Kristin's organization has grown to provide social emotional learning training in institutions, schools, and organizations throughout Chicago. The community engagement component of STEP-UP has evolved over time. The program began with fellows completing one-off service projects with several partnering community organizations. Service felt disparate from the mission of the program. The community engagement has evolved and now consists of a group of interns working with the same community organization on a larger project over the course of the internship. The evolution of STEP UP's service has built relationships between students and community members and allowed for more impactful work to happen in the community. For example, STEP-UP students in Albany Park serve at the Global Garden Refugee Farm. They not only assist refugee farmers with weeding, watering, and harvesting, but also learn all about the refugee resettlement process and the farmers' native cultures. Fellows worked with NRC to develop literacy lessons for the refugee and immigrant students of CPS, and in turn the refugee and immigrant students taught the fellows basic language lessons in their native tongues. With the help of STEP-UP, and the work of the involved community partners, this literacy and gardening pilot

	program has secured funding and will serve three times as many CPS immigrant and refugee students next summer.

Partner #5

Project/Collaboration Title	Urban Teacher Education Pipeline
Organization Name	Peoria Public Schools
Institutional Partner	National Center for Urban Education
Purpose of this collaboration	Originally called the Chicago Teacher Education Pipeline, this state-of-the-art program was developed in 2005 to provide the Chicago area with the highest quality teachers for students that need them the most. Now known as the National Center for Urban Education (NCUE), the program's mission is grounded in social justice and works to cultivate and sustain innovative, resilient, and effective educators for urban schools and their communities. This partnership works to better prepare Illinois State University teacher candidates for high-need, under- serviced urban communities. Practically all teacher education majors are exposed to urban teacher preparation through courses that have been specifically redesigned for urban education through the Course Development Grant program. Through this program, faculty apply to redesign a course they teach to integrate urban content and context as a means to better prepare future teachers for the realities of urban and high-need settings. Faculty members who receive the grants are required to participate in three experiential trips to all participating communities (Peoria, Decatur, and Chicago) and attend mini-workshops with program staff, community partners, organizers, and scholars. Redesigned courses are then expected to include an urban clinical/field experience in the NCUE partner communities. Grants are typically awarded to six eligible faculty members each summer. Teacher education majors who choose to join the Urban Teacher Education Pipeline participate in an array of specialized activities (e.g. redesigned courses, clinical experiences, and urban student teaching). This initiative developed programs which place teacher candidates in traditional semester-long partnership schools, yearlong professional development schools, and field base placements for special education students—building bridges between University preparation and on-the-job, community-based teaching and learning. Once hired in a NCUE partner school district, Illinois State teacher education graduates receive two years of induction and mentoring. Working with a veteran teacher not only increases retention of new hires, it also helps new graduates build solid career foundations and better integrate into the school and community where they are teaching. In 2014, the Decatur Teacher Education Pipeline (DTEP) was established to replicate the

	Chicago model in Decatur, Illinois. The Peoria Teacher Education Pipeline (PTEP) was established in 2016 in Peoria, Illinois. NCUE is truly immersed in each community with dedicated staff embedded in each school district to help facilitate the partnerships. In addition to a dedicated office on Illinois State University's campus, NCUE also maintains an office in Chicago.
Length of Partnership	13 years
Number of faculty involved	35
Number of staff involved	15
Number of students involved	Approximately 1,700
Grant funding, if relevant	$2,090,000 from the U.S. Department of Education and $122,800 from the State Farm Foundation
Impact on the institution	The National Center for Urban Education (NCUE) helps students bridge the gap between classroom and community. Students are exposed to social justice and learn how identity issues of gender, culture, ability, sexual orientation, race, ethnicity, language, and class intersect and interact in teachers' and students' lives, classrooms, and communities. NCUE prepares teacher candidates to comprehend the importance of school-community partnerships and mechanisms that can create community-engaged classrooms; however, teacher candidates are not the only students reached. Some general education classes have been redesigned because they have a high proportion of teacher candidates in them. These classes reach students across disciplines, adding to NCUE's reach and impact. Students in urban redesigned classes frequently go on clinical trips to Chicago, Peoria, or Decatur, where they observe urban issues first hand and see how social justice issues manifest themselves in an actual classroom. The urban clinical trips also allow students to confront stereotypes or misconceptions they may have about the urban areas and schools. Students debrief over lunch and share their perspectives of the community. A community partner also attends the lunch to help facilitate the discussion and to answer questions from students. The Illinois State University Department of Special Education partnered with NCUE to develop the Innovative Network of Urban Special Educators (INFUSE), an urban-focused course sequence beginning freshman year for special education majors. INFUSE was created to address the need for high-quality special education teachers in urban areas. INFUSE students participate in meaningfully layered immersion experiences in Chicago. Students observe instruction in classrooms, interact with students and staff, engage in meaningful dialogue with local community organizations,

	take part in service learning activities, and experience the link between strong community partnerships and successful urban schools. During student teaching, NCUE offers professional development sessions on issues facing future teachers. Students are encouraged to participate in the community either by attending events or working at community organizations that cater to youth. This helps strengthen ties between the student teachers and the community. NCUE's support continues once Illinois State students graduate and begin working in the partnering schools. Induction and mentoring support help teachers get to know the culture and community of the schools they start teaching in and gives them guidance in relating to their students as they begin their careers. NCUE has also positively impacted faculty by providing unique professional development opportunities through Course Development Grants and it has provided avenues for faculty research and scholarship in the area of urban education. Since the program began, 92 faculty from across the disciplines have redesigned a course for urban education.
Impact on the community	Due to the multiple partnerships of the National Center for Urban Education (NCUE), the following impact narrative focuses on the partnership with Peoria Public Schools. The sense of community plays a key role in the work of the National Center of Urban Education (NCUE). Building relationships is critical in the development of innovative, resilient, and effective teachers. The Illinois State University instructors and pre-service teachers in the NCUE programs understand the importance of relationships. As a result, the Peoria Public Schools District 150 and NCUE strategic collaboration is making a significant and positive impact on the individual schools and community. Through each of the components of the program, positive connections have been built within the school community, residents, and non-profit community organizations. The NCUE program components include redesigned courses, clinical experiences, student teacher support, and the induction and mentoring program. These connections link Illinois State students and faculty, local school district students, teachers, administrators, community leaders, activists, and organizations all with common purpose to better serve Peoria students. Illinois State students enrolled in redesigned classes visit the community and experience urban classrooms as well as interact with community leaders/activists and staff at community organizations. Through these experiences, a pre-service teacher develops practical knowledge and preparation which is directly applicable to the local classroom they may soon be leading. As a result of their focus on urban education in the redesigned courses and the practical clinical experiences provided to education majors, Illinois State student teachers enter the classroom steps ahead of their peers who have attended other institutions. The student teachers are able to effectively provide instruction and support to students in Peoria. And NCUE continues to provide professional

	development activities and support to the student teachers while they are working in the district. Peoria Public Schools seeks to employ Illinois State graduates who have participated in NCUE programs as they not only possess their content knowledge, but just as importantly, they have a rich, culturally relevant experience garnered as a result of their close interactions within the Peoria area. As a result, NCUE is assisting with the teacher shortage in Illinois and actively working to increase teacher retention, especially in urban areas. Ultimately, the greatest beneficiaries of this collaboration are Peoria area students who are educated by well-trained and culturally responsive teachers.

Partner #6

Project/Collaboration Title	America's Promise School Project
Organization Name	Unit 5 School District
Institutional Partner	Mennonite College of Nursing
Purpose of this collaboration	In collaboration with regional school districts, Mennonite College of Nursing's America's Promise Schools Project (APSP) aims to support the health and well-being of children in kindergarten through high school. This newly designed and tested pediatric and public health clinical model places undergraduate nursing students at elementary and secondary school sites and is built in accordance with America's Promise Alliance's mission to improve the health and well-being of children. Under America's Promise, Bachelor of Science in Nursing students are exposed to pediatric clinical experiences in both urban and rural settings. Groups of seven to eight nursing students are placed at each of the 23 sites located in six different school districts across three counties in Illinois. They also work with a few child care centers. The nursing students focus on three health problems identified in local community needs assessments and by national health organizations: oral health, obesity, and mental health. In keeping with the goals of the America's Promise Alliance, students prepare to show leadership in nursing and become advocates for children. In turn, schools are able to provide quality instruction on health and well-being to their students. Health promotion activities conducted by the nursing students are tailored to individual school needs and have included topics such as hygiene, oral health, suicide prevention, cyber security, bullying prevention, self-esteem, and social emotional learning. When developing projects for their nursing coursework, nursing students begin with a study of community health assessments and they work closely with school nurses and social workers to identify problems before they formulate creative solutions.

Length of Partnership	7 years
Number of faculty involved	15
Number of staff involved	2
Number of students involved	88 per semester
Grant funding, if relevant	$40,000 per year from the State Farm Foundation
Impact on the institution	The America's Promise School Project (APSP) has helped Illinois State University overcome a shortage of pediatric clinical sites for undergraduate nursing students. By placing undergraduate students in schools, the University is able to meet the needs of its nursing students while also meeting the needs of local schools. Through APSP, senior level nursing students have gained invaluable knowledge and experience by working with school nurses and families in rural and urban communities. Nursing students describe the experiences of working with children and families in schools and at home as "an eye-opening experience" that impacts their future practice. They learn about public health issues and the challenges faced by children and families with chronic health issues while also navigating the health care system. Nursing students have gained experience assessing and communicating with children in the nurse's office, communicating with parents about the health of their child, and learning how to tailor health education messages to the developmental level of a child. The experience of seeing children in their communities and managing chronic illnesses clearly demonstrates the importance of health literacy, access to community resources, and coordination between service providers. Additionally, working in urban and rural communities is a novel experience for most nursing students, underscoring the importance of access to healthy food and health care. Faculty members also have the opportunity to conduct research through APSP. Two faculty members are conducting ongoing evaluation research to determine the influence of student nurse led interventions to promote physical activity and oral health. In 2017, America's Promise Schools Project received an Innovation in Nursing Education award from the American Association of Colleges of Nursing (AACN). The awards program recognizes the outstanding work of AACN member schools to re- envision traditional models for nursing education and lead programmatic change.
Impact on the community	Due to the number of community organizations Mennonite College of Nursing (MCN) partners with, the following narrative focuses on the impact of one local school district, Unit 5. The America's Promise School Project (APSP) clinical model prepares nursing graduates to adapt to

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<tr><td></td><td>the evolving health care system and is already having real-world impact on the children and families served, especially in Unit 5 Schools. The movement of student nurses' clinical sites to public schools, as opposed to acute care clinical sites, has provided a rich learning experience for nursing students where chronic childhood diseases and conditions are explored and families and communities are supported. The benefit for Unit 5 Schools has also been realized through extra teaching projects in the classroom, as well as funding for tooth brushing at the schools.

Children are learning the importance of wellness, and that will enrich their lives as they get older. The student nurses are also directly impacting the lives of families who have children with chronic medical conditions. In reference to an allergy maintenance plan designed by a nursing student as part of their clinical experience, one parent said: "I honestly did not expect the maintenance plan presented by the student to provide new information or ideas for our family. However, I was very wrong. The nursing student did an excellent job researching and sharing resources, thoughts and ideas on the way that we can help teach our child about his allergy and ways to keep him safe. This program and teaching we received from our nursing student could mean life or death to our child."

The strongest impact of the partnership between MCN and Unit 5 Schools is evidenced in the nursing college's pursuance of developing and offering a School Nurse Certification Program. After discussing concerns about the shortage of qualified school nurses with staff in Unit 5, MCN worked with a Unit 5 staff member to design curriculum. Together, these entities created a graduate level School Nurse Certification Program that has been approved by Illinois State University and the Illinois State Board of Education. This program will provide school nurses with a specialized body of knowledge and experience needed to navigate the educational environment. School nurses from around the state have been invited to enroll in the program which includes two online courses and experience through a mentored internship. The outcome will provide the state with Certified School Nurses who are able to practice nursing at the full potential of their nursing licensure, thus impacting students, schools, and ultimately enriching communities.</td></tr>
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Partner #7

Project/Collaboration Title	World Languages Program
Organization Name	University of Illinois Extension's Unity Community Center

Institutional Partner	Department of Languages, Literatures, and Cultures
Purpose of this collaboration	The World Languages Program seeks to provide mutually beneficial solutions to challenges faced by Illinois State University French, German, and Spanish teacher candidates in the Department of Languages, Literatures, and Cultures (LAN) and the various stakeholders of the University of Illinois Extension's Unity Community Center (Unity). Unity is an afterschool enrichment program located in north Normal, Illinois that annually serves 45 community children and their families. The children attend the afterschool program nightly for tutoring support and educational enrichment. To attend Unity, children must qualify as low-income and attend schools within the McLean County Unit 5 School District. Forty-five percent of the students Unity serves are English language learners. French speakers constitute the majority of Unity's English as a second language population whereas a small percentage are Spanish speakers. The partnership provides high-quality linguistic programming and support for children at Unity. Through the World Languages Program, language teacher education students in "World Language Teaching in the K–12 Setting" (LAN 320) teach French, German, and Spanish lessons each week to children in grades K–5. Teacher candidates in the class also volunteer at the center outside of their lessons for an additional 20 hours in order to get to know the Unity youth better and tailor lessons to the interests of the children.
Length of Partnership	7 years
Number of faculty involved	1
Number of staff involved	
Number of students involved	10
Grant funding, if relevant	$600 from Illinois State University's Center for Teaching, Learning, and Technology's Teaching Innovations Grant
Impact on the institution	Over the last 10 semesters, this program has created a number of positive impacts for the University; the Department of Languages, Literatures, and Cultures (LAN); and world language teacher education students. It has helped to fulfill five of the seven core values within Illinois State's current strategic plan, "*Educate Connect Elevate: Illinois State The Strategic Plan for Illinois' First Public University 2018–2023*": learning and scholarship, diversity and inclusion, collaboration, civic engagement, and integrity. Working with the diverse population served by University of Illinois Extension's Unity Community Center (Unity) helps prepare teacher candidates for working with and including

	diverse students and their families in their future classrooms. The long-term collaboration between LAN and Unity demonstrates a meaningful outreach from the University into the community, as well as civic engagement opportunities for Illinois State students. The students also build integrity as they work with real learners and Unity personnel. LAN has benefited from this partnership with increased visibility across campus, the community, and the country. The department was recognized in 2015 by the inaugural Global Engagement Initiative from the American Council on the Teaching of Foreign Languages (ACTFL), the flagship international organization of K–16 language teachers. That nationwide initiative highlights "outstanding community-engaged learning experiences within the world languages curriculum at all levels of instruction" and the recognition is in effect until 2019. The partnership was also featured on the front page of the local newspaper, The Pantagraph, and in the on-campus newspaper, The Vidette, as well as online in ISU News. Through this program, Illinois State teacher education students are impacted by the ability to bring theory to life as they immediately apply knowledge gained in the classroom to teaching K–5th graders at Unity. While teacher candidates in the world languages program work toward K–12 certification, they frequently lack previous experiences with younger learners. The work at Unity helps the LAN teacher education program fulfill that programmatic need. LAN teacher education students learn to work as a team to create lessons and appropriate assessments for Unity youth, later creating a small teaching portfolio that familiarizes them with the high-stakes edTPA assessment during their student teaching semester. All too often, language teacher candidates are disconnected from real language learners, unable to bridge what they are learning in language pedagogy classes to subsequent language teaching and learning situations. Additionally, teacher candidates often find it difficult to transition from their student/observer role to their teacher/leader role. The hands-on experience at Unity helps LAN teacher candidates collaboratively develop language lessons and provides them with practical elementary level teaching opportunities in a vibrant, diverse, and lively setting.
Impact on the community	In the 10 semesters the Department of Languages, Literatures, and Cultures (LAN) has partnered with the University of Illinois Extension's Unity Community Center (Unity), world language teacher education students have provided enriching language immersion to 82 children in grades K–5. In 2017–2018, 23 children participated in world languages instruction with the LAN college students. Of those, 43 percent were English as a second language (ESL) learners. The partnership with LAN is unique among Unity's enrichment programs because of its inclusive nature. The LAN teacher education students are working with ESL students in languages that match their cultural identity. For recently immigrated children, this shows them the value of their culture amid a transition period of assimilation, and their culture is the focus of academic exploration. For a 9-year-old Congolese youth, Joyce, working

	with the LAN teacher education students improved his communication in an American setting, increased his self-confidence and independence, and increased his non-Congolese socialization. When Joyce enrolled at Unity in 2016, he used three methods to communicate: speak national language (French) or native language (Lingala) with fellow Congolese youth, use fellow Congolese youth as a translator, or use acquired English to communicate with English speakers. Joyce could effectively communicate with Congolese peers by articulating ideas, expressing emotions, and demonstrating comprehension; however, when using a translator, he was dependent on another student to ensure his thoughts, ideas, or feelings were conveyed correctly and understood by the listener. When speaking English, Joyce had limited self-expression and disclosure of complex thoughts. In fall 2017, the LAN teacher education students and their world languages instruction created an outlet for Joyce to communicate during structured program time. His ears perked up, he recalls, at the sound of French. Suddenly, he could participate independently and interact with program leaders. This comfort and autonomy allowed Joyce to take ownership of his learning; he became more comfortable at Unity and discovered his cultural identity included all of the languages he spoke. Unity's ability to function is dependent on educational programming from community partnerships. Because Unity exists primarily as a program of McLean County 4-H (a national organization that fosters positive youth development through educational and experiential opportunities) and does not exist solely as an afterschool program, Unity's enrichment program is stronger because of the partnerships it has in the community. The partnership with LAN has been impactful for the children served and for Unity staff in their ability to do all aspects of their responsibilities within this multifaceted community organization.

Partner #8

Project/Collaboration Title	Illinois 60 by 25 Network—McLean County
Organization Name	McLean County Chamber of Commerce/McLean County Community COMPACT
Institutional Partner	Center for the Study of Educational Policy
Purpose of this collaboration	A statewide initiative, the Illinois 60 by 25 Network is a network of communities in Illinois that are committed to the goal of ensuring that 60 percent of residents have a college or career credential by 2025. McLean County applied to participate and now serves as a Leadership Community within the Network. The McLean County 60 by 25 Network joined together multiple stakeholders across the community (including

	the McLean County Regional Planning Commission, the McLean County Chamber of Commerce, local school districts and higher education institutions, the regional office of education, and local businesses) to develop innovative solutions to the larger problems of the state and county's education-to-employment continuum. The Illinois State University Center for the Study of Educational Policy partners with the various community partners, including the McLean County Chamber of Commerce, as part of the McLean County 60 by 25 Network.
Length of Partnership	1 year
Number of faculty involved	4
Number of staff involved	3
Number of students involved	
Grant funding, if relevant	$14,000 from Northern Illinois University's Education Systems Center
Impact on the institution	The partnership between the Center for the Study of Educational Policy (CSEP) and the McLean County Chamber of Commerce (as a result of McLean County's participation in the Illinois 60 by 25 Network) provides opportunities for Illinois State University faculty and staff to engage in joint planning and programs for college and career readiness and completion. The University participates along with the community, including other local institutions of higher education (Heartland Community College, Illinois Wesleyan University, and Lincoln College) and county public school districts. Illinois State staff members provide expertise in research, strategic planning, and evaluation of program processes and impacts. These partnerships are building a mutual resource network among area employers, service providers, and educators that brings the McLean County 60 by 25 Network learning and research opportunities, access to grant funding, and insights into community needs and assets. Membership in the statewide Illinois 60 by 25 Network brings new ideas and resources from other network communities and national funders, including programs, data systems, and the potential for shared projects in the future. CSEP's involvement in the Illinois 60 by 25 Network (and therefore partnering and collaborating with other county organizations) is driven by Illinois State University's strategic plan "*Educate Connect Elevate: Illinois State The Strategic Plan for Illinois' First Public University 2018–2023*." Specifically, this partnership addresses the objective to "involve more faculty, staff, and students in outreach, engagement, and research opportunities locally, regionally, and globally" and to "foster partnerships offering collaborative and mutually beneficial

	opportunities" by way of enhancing "the ability of members of the University community to engage with each other, internal and external resources, and university partners" and increasing "opportunities for alumni, community members, and other partners to create enduring connections that promote knowledge and resource sharing." Participation in this initiative also led to the realignment of CSEP's strategic plan to focus more on local and state policy.
Impact on the community	This partnership brings together elements from business, public education, higher education, government, and service providers to develop meaningful and relevant career pathways for students in McLean County. The impact across the community is an improvement in the college and career readiness of local students, the increased skill of the McLean County workforce which enables local business to thrive and grow, and the increased retention of students through the connection with employers, educators, and community leaders. This powerful partnership across all of the McLean County will have a significant impact on the development of a sustainable talent pipeline required to continue the economic success that is one of the cornerstones of what makes the community great. While the project is still in its infancy, the project team has completed a county-wide employer survey to identify needed skills in specific career clusters and related industries. This research informed the strategic planning and logic models of the various committees in addition to informing the development of the career development pathways. Several committees and work groups have consolidated under the auspice of the McLean County Chamber of Commerce to unify communications and improve financial and logistical planning and executions. The McLean County Chamber of Commerce has employed a full-time position for a Workforce Development Manager who will oversee the execution of the strategic plan, develop networking relationships, monitor progress, and seek sustainable resources to support the plan's activities and goals. Research conducted by Illinois State's Center for the Study of Educational Policy led to the hiring of two post-secondary support counselors at two of the local high schools. These counselors provide specific guidance and support to high school students related to career development and their post-secondary plans.

Partner #9

Project/Collaboration Title	Social Media Analytics for the United Way of McLean County
Organization Name	United Way of McLean County

Institutional Partner	School of Communication—Social Media Analytics Command Center
Purpose of this collaboration	The Social Media Analytics Command Center (SMACC) is a specialized computer lab that's primary goal is to analyze public conversations from social media outlets, popular discussion forums, and major blogs. SMACC researchers use customized software that identifies social media conversations and displays them as dynamic charts, graphs, word clouds, and other visualizations. These visualizations help researchers analyze social media trends, sentiment, share of voice, and geo-location. SMACC works with the United Way of McLean County to provide analysis of social media outlets to determine effective marketing strategies for campaigns and communications with constituencies. SMACC has also worked with the United Way to provide them with general monitoring of social media trends, tracking of social media traffic during campaigns, development of social media marketing campaigns, and social media research to support ongoing community development.
Length of Partnership	2 years
Number of faculty involved	
Number of staff involved	1
Number of students involved	8
Grant funding, if relevant	
Impact on the institution	The most tangible benefit of this partnership for the University has been the professional work experience provided to students as they conduct research, create content, and analyze the effectiveness of social media outreach in the community. The data collected from the real world research in this partnership informs case studies for classes working with social media analytics and strategic communication, and it also provides some monetary support for funding social media analytics software. This partnership has allowed the community outreach of the Social Media Analytics Command Center to grow by generating leads and relationships with other community agencies who serve as clients for student projects related to social media outreach and research. Through this partnership, Illinois State University students learn by being immersed in the collection of real social media data. They make informed, researched social media strategies and offer them to their community partners. They also develop professional connections through the community partners served by the Social Media Analytics Command Center.

Impact on the community	The support the Social Media Analytics Command Center (SMACC) provides to the United Way of McLean County extends beyond the United Way of McLean County's marketing efforts. First, this partnership helps connect the larger Bloomington-Normal non-profit community with critical digital media resources, such as the 48in48 event during which 48 local nonprofits received website redesign in 48 hours. SMACC analyzed social media conversations and promoted engagement around the event and provided a workshop on effectively analyzing social media engagement. Second, as SMACC helps the United Way of McLean County create and promote social media content, it is connecting the local community with information about social services, community events, and other resources that matter to and can benefit the community. Finally, the United Way has used SMACC for direct educational opportunities, such as a visit for members of the Boys & Girls Club to learn more about the opportunities and dangers of social media.

Partner #10

Project/Collaboration Title	Data Management for the McLean County Criminal Justice Coordinating Council
Organization Name	McLean County Criminal Justice Coordinating Council
Institutional Partner	Stevenson Center for Community and Economic Development
Purpose of this collaboration	The Stevenson Center analyzes data for the McLean County Criminal Justice Coordinating Council (CJCC). Using data provided by CJCC, the Stevenson Center primarily provides information related to changes in the jail population over time by severity of charge, race/ethnicity, mental disability, and sex. They also analyze case processing time and recidivism. The monthly reports and presentations help the CJCC better understand ebbs and flows in the jail population and better direct the movement of cases through the criminal justice system.

Illinois State University students are trained to examine this complex information and clearly convey findings; this approach furthers their education while simultaneously serving McLean County. |
Length of Partnership	8 years
Number of faculty involved	1
Number of staff involved	

Number of students involved	1 undergraduate and 1 graduate student
Grant funding, if relevant	
Impact on the institution	Data analytics is a growing field. Organizations are looking for people who can help them turn big data into solutions. The Stevenson Center for Community and Economic Development's work with the McLean County's Criminal Justice Coordinating Council (CJCC) has allowed the Stevenson Center to become a place for students to learn this skill, develop professionally, and grow in a manner that is useful to government agencies. In terms of a curriculum and a degree, the Stevenson Center primarily trains graduate students; however, undergraduate interns from the sciences, communication, and business participate in data management and public relations. For the past eight years, the director of the Center has used McLean County's criminal justice data to train undergraduates in the use of IBM-SPSS. They learn how to migrate statistical output to Excel and PowerPoint. They are given the chance to make professional presentations to McLean County administration, law enforcement, and the courts. Students are able to grow their résumé, participate in meetings at the courthouse and in County offices at least once a month, and witness the criminal justice system in a mid-sized city first-hand. The faculty member who works most closely with the data uses it in the classroom, not only as examples but also as an opportunity for students to learn about the stories and truths data can tell about the communities wherein the data were collected. For one particular class, a capstone course for graduating seniors, the data provided the students a window into institutional racism that was presented to the community alongside the local chapter of Not in Our Town. Graduate students with the Stevenson Center completed capstone and thesis projects with these data. This includes an economist's first ever documentation of recidivism in McLean County and a sociologist's comparison of McLean County's case processing time with standards set by the American Bar Foundation. Another economics student is using addresses in the data to study crime rates by neighborhood—something local law enforcement wanted to examine for some time but did not have the staff to do so. One of these students pursued data analytics as a career and now uses big data to advocate for rural housing issues with the Housing Assistance Council in Washington, D.C. The relationship with the county expanded opportunities for Stevenson Center faculty and students to be more involved elsewhere in the community. Students and the director regularly share data with the League of Women Voters and the Jail Review Committee. It has led to a partnership between Illinois State University and Loyola University in Chicago in the study of probation and recidivism. The relationship is also leading to scholarly publications on length of stay in the jail and DUI arrests. In short, the partnership with McLean County Criminal Justice Coordinating Council

	furthers the educational, scholarly, and public service mission of Illinois State University.
Impact on the community	McLean County has worked with the Stevenson Center for Community and Economic Development over the last eight years to research and analyze data relating to criminal justice areas such as incarceration length, courts utilization, and most recently mental health impacts and recidivism within the criminal justice system. As one of the first Criminal Justice Coordinating Councils (CJCC) in Illinois, McLean County's was started in 2011 to address chronic overcrowding at the county jail. The CJCC had a wealth of available data to try to address this problem as the county had one of the earliest and most fully integrated criminal justice case management systems. The system was implemented in 1997, serving 70 agencies including all dispatch, law enforcement, courts, prosecutor and public defenders, corrections, and probation functions. CJCC partnered with the Stevenson Center to help make sense of that data and help inform decision-making moving forward. The use of integrated data can define the needs within a community, make the case for alignment of scarce resources, ensure that services are targeted to those who are most in need, and engage investing in bringing systems to scale. After the creation of CJCC, the County was able to take actions based upon the Stevenson Center's data analysis to reduce the number of bed days utilized by those awaiting trial and decrease out-of-county housing costs by nearly 100 percent. In 2011, the county ranked highest among the state's 20 largest counties in its rate of sending drug defendants to state prison, with a total of 92.1 per 100,000 residents. By 2015, jail usage began to tip significantly toward serious felony defendants. The total bed days for low-level felonies and misdemeanors were down an average of about 30 percent compared with 2007. Data analyzed by the Stevenson Center for CJCC documented major changes in the jail population. Between 2011 and 2016, there was a steady decrease in the percentage of convicted defendants from McLean County sentenced to state prison. In 2011, 42 percent went to prison and 57 percent were put on probation. By 2016, 29 percent of convicted felons were sent to prison and 70 percent got probation. In all, state prison admissions from the county dropped from 385 in 2011 to 293 in 2016. The ability for individuals to remain out of jail while a case is pending allows people to keep their jobs, take care of their families and, in some cases, begin efforts to address mental health and substance abuse issues that may have contributed to their offenses. There also has been a policy shift toward probation as the preferred result in non-violent criminal cases. The move to provide defendants with several chances to succeed has the support of each level of the local justice system, including the judiciary. This community support is largely based upon the ability of the County to make the case for alignment and provision of needs services. Without the community

	support and assistance of the Stevenson Center, this would not have been possible.

Partner #11

Project/Collaboration Title	The String Project
Organization Name	Heartland Head Start
Institutional Partner	School of Music
Purpose of this collaboration	Affiliated with the National String Project Consortium, the String Project at Illinois State began 18 years ago with the goal of providing quality string instruction to children in the community. Participating faculty and students engage with individual families, schools, and community organizations to provide string classes and private lessons. The mission of the String Project is to provide low-cost instruction on stringed instruments to children in the community, while also providing supervised hands-on teaching opportunities for University music majors. The String Project makes every effort to ensure that any interested student is able to participate, including offering significant tuition reductions, lending free instruments, and running a "concert clothing exchange" for families to share out-grown performance attire. In addition to offering classes and lessons on campus, the String Project has offered outreach classes at several locations, including in the rural town of Fairbury and in the underserved West Bloomington neighborhood. Illinois State University's String Project is the only String Project site in Illinois and was named the 2013 National String Project of the Year by the National String Project Consortium. One unique branch of the String Project's outreach efforts is a partnership that began three years ago between the String Project and Heartland Head Start, a well-established social service agency that provides services to low income families. In this program, University faculty and student teachers lead a group violin class using MusicScores! curriculum to four- and five-year-olds who are attending the Head Start preschool. The primary goal of the program is to improve the preschoolers' "kindergarten readiness" through instruction on the violin. The skills needed to be successful kindergarteners transfer exceedingly well to violin study: developing fine and large motor skills; developing listening skills; practicing turn-taking, counting, tracking, letter and word recognition; respecting people and property; and developing a positive work ethic. The violin program is provided for free to the preschoolers as part of their school day. Classes (up to nine students at a time) are 25 minutes long and offered two times each week. The program is currently offered at two separate Heartland Head Start sites, with up to 45 children participating in the school year. The program begins in late

	September and continues through early May, at which time an informal performance is given for families, teachers, and peers. Grant funding helped the University to purchase 25 smaller sized violins, which are kept on site at the Head Start classrooms. While the program provides an important service to the preschoolers at Head Start, it also provides a unique learning opportunity for the University teaching assistants who work in the program, as it is the only supervised experience that they will receive working with preschool-aged students. They develop different strategies for teaching beginning violin skills and experiment with different classroom management techniques unique to this age group.
Length of Partnership	3 years at Heartland Head Start sites
Number of faculty involved	2
Number of staff involved	
Number of students involved	2–5 per semester
Grant funding, if relevant	$3,500 from the Mizra Arts Grant through the Illinois Prairie Community Foundation
Impact on the institution	The partnership between the School of Music and Heartland Head Start significantly impacts the Illinois State students and faculty of string instruments. The partnership supports Illinois State's core values of learning and scholarship, collaboration, civic engagement, and diversity and inclusion. It supports the value of learning and scholarship in that it provides a hands-on, teacher- training experience for string majors under the supervision of faculty. It also gives string majors a chance to work with preschool students, a population of students that is flexible and eager to learn. This creates a great environment for pre-service teachers to practice their teaching skills. The partnership between the School of Music and Heartland Head Start also demonstrates the institution's values of collaboration and civic engagement. Finally, the String Project supports the core value of diversity and inclusion by working with agencies that support children from underserved areas of our community. In the Head Start classroom, all children come from socio- economically disadvantaged families, and 60–75 percent are from ethnically diverse families. By teaching in the Head Start classrooms, college students are learning about diversity in the classroom and how to create inclusive spaces. The partnership provides a critical experience that allows string pre-service teachers to work with a diverse demographic of students. Additionally, the two faculty members who work in the String Project are able to keep their teaching skills sharp as they serve as model teachers for the college students. The partnership with Head Start shows how music can help and serve

	the community, something the School of Music instills in its students and hopes they will remember as they graduate and transition to their own communities.
Impact on the community	Heartland Head Start has many partnerships with Illinois State University, including with the Departments of Psychology and Family and Consumer Sciences, the Colleges of Education and Business, and the School of Music. This particular partnership with the School of Music's String Project has had a very positive impact on the children in the classrooms. The violin instruction enhances school readiness skills for the students, such as listening skills, focus/attention, pre- reading skills, pattern recognition, eye-hand coordination, fine motor skills, and memory. Without the financial support to purchase the violins and the instruction by the college students and faculty, Head Start would not be able to provide such a service to the children and families they serve. One of the teachers from Heartland Head Start said this of the partnership: "We love having violins at our Heartland Head Start classroom. Our children really enjoy learning to play. I feel the children are learning so much in this class. They learn about the instruments, they learn rhythms, they work on fine motor skills, they also learn letters and phonics along with learning to play songs on the violins. The teachers from Illinois State work very well with the preschool students. They are patient and kind."

Partner #12

Project/Collaboration Title	First Star Academy
Organization Name	Illinois Department of Children and Family Services
Institutional Partner	Center for Child Welfare and Adoption Services—School of Social Work
Purpose of this collaboration	First Star Academy is a college preparation program for high school students who receive foster care services. The program has 12 sites and was established as a national model in 1999 to improve the lives of youth in foster care. Through the program, students receive academic enrichment, life skills, mentoring, and support for college and lifelong success. Illinois State University is the first public university in Illinois to offer the First Star Academy program, which serves up to 20–30 college-bound foster youth in Central Illinois annually. The program includes monthly Saturday enrichment classes, year-round academic mentoring, life skills classes, and caregiver engagement. Program participants also reside on the campus of Illinois State University for

	three weeks during the summer as part of a campus immersion program.
Length of Partnership	1 year
Number of faculty involved	8
Number of staff involved	39 (19 paid staff; 20 volunteers)
Number of students involved	16
Grant funding, if relevant	$250,000 from the Department of Children and Family Services/First Star Foundation. An additional $1 million was awarded to the University from the Give Something Back Scholarship program to support First Star participants who attend Illinois State.
Impact on the institution	At Illinois State University, the First Star Academy relies heavily upon faculty, staff, students, and community members who plan and deliver a year-round academic curriculum while also exposing participants to campus life. Youth who participate in the program learn time management, study skills, decision-making and leadership, healthy relationships, and community service learning. While the program is designed to help vulnerable youth attain academic success, this unique program also benefits the campus community by providing internships and volunteer opportunities to undergraduate and graduate students across campus. In the 2017–2018 academic year, the program offered 16 Illinois State students opportunities to hone their leadership skills by mentoring and tutoring high school aged foster youth and assisting them with service learning and life skills development activities. University athletes also led First Star Academy participants in sports and recreation activities. Cross-campus partnerships are an integral component of the program's three-week summer immersion experience and monthly Saturday Academies. Faculty and students from the following programs have contributed to the First Star program: School of Social Work/Center for Child Welfare and Adoption Studies, College of Education, Department of Family and Consumer Sciences, Department of Psychology, School of Theatre and Dance, Office of the Provost, Dean of Students Office, the Illinois Art Station, and the Office of Residential Life. The Academy has also involved partners within the community. By involving all these campus entities, a generally de-centralized campus proves it is able to come together to make positive contributions to the community. As such, First Star Academy has truly contributed to Illinois State University's value of collaboration and civic engagement.

| Impact on the community | Nationwide, more than 400,000 children and youth reside in foster care with only a 50 percent chance of ever returning home to a safe and stable family environment. Many youth "age out" of foster care as young adults only to face homelessness, unemployment, and delinquency or incarceration. Further, youth who experience early childhood trauma are vulnerable to unplanned parenthood, economic hardship, and reliance upon public assistance. Among this group of vulnerable young adults, less than ten percent are successful in obtaining a bachelor's degree. First Star Academy offers young people a way out of this cycle of social marginalization while helping these gifted and talented youth chart a new path through the power of higher education. National First Star outcomes indicate that 100 percent of participants complete high school, and 90 percent enter higher education. Thus, participants of the program have the tools and support needed to become empowered, contributing members of society. Over a lifetime, a bachelor's degree will yield $2.8 million in earnings compared with $1.3 million for a high school degree. Therefore, the support provided to youth through First Star Academy ultimately benefits society as a whole. Outcome data for the First Start Academy at Illinois State is not currently available as the program will invite its second cohort to campus in summer 2019; however, reflections from current participants indicate anecdotal positive impacts. |

Partner #13

Project/Collaboration Title	Town-Gown Relationship
Organization Name	Town of Normal
Institutional Partner	Illinois State University Leadership, Dean of Students Office (Off-Campus Services, Student Conduct and Conflict Resolution, Fraternity and Sorority Life); Illinois State University Police Department, Facilities Management, University Athletics
Purpose of this collaboration	Since it was founded, Illinois State University (founded as Illinois State Normal University) and the Town of Normal have been inextricably linked. Geography aside, the development of each entity supported the other and the Town and University grew together. Today, the Town of Normal's economy and culture is shaped by Illinois State. Approximately 40 percent of Normal residents are enrolled at the University, and Illinois State is the second largest employer in McLean County. In turn, Illinois State benefits from its location in a community with a long track record of growth and prosperity. The desirability of Normal and the surrounding communities is as much of an advantage for the University as it is for the community as a whole. Illinois State

	and the Town of Normal have a long history of mutually beneficial partnerships, both through standing institutional partnerships (e.g., workforce development efforts, cooperation between police departments, the Neighborhood Action Team, strategic planning) and through ad hoc arrangements leveraging specific resources in pursuit of common objectives (e.g., internships, service learning projects, research and data analysis, faculty consultations). Moving forward, the Town of Normal's comprehensive strategic plan adopted in November 2017 calls for an even stronger partnership between the Town of Normal and Illinois State by encouraging collaborations, enhancing communications, exchanging knowledge and resources, developing coordinated land use strategies, and adopting sustainable practices. Similarly, Illinois State has called for increased collaborations in its newest strategic plan: "Foster partnerships offering collaborative and mutually beneficial opportunities" by sustaining and growing "existing relationships with external stakeholders." The Division of Student Affairs, a division of the University that has the most partnerships with the Town, also included goals related to increased collaboration in its strategic plan: "Partner across the University and with the community to create adaptive solutions that are mutually beneficial" and "Engage in external collaborations that extend and deepen a student's involvement in and contribution to the greater Bloomington- Normal community." Normal Mayor Chris Koos and Illinois State University President Larry Dietz often comment on the mutually beneficial and reciprocal partnership between the two entities, suggesting that the individual success of the Town of Normal or the University is a result of the collaboration between the two.
Length of Partnership	The Town and University have been linked since they were both founded; however, 1984 is the official beginning of town-gown collaborations with the formal creation of the Town-Gown Committee following the infamous Beer Riots.
Number of faculty involved	Unknown
Number of staff involved	Approximately 100
Number of students involved	Approximately 20,000
Grant funding, if relevant	
Impact on the institution	Illinois State University and the Town of Normal's relationship is symbiotic, and each other's success is codependent. Partnerships, collaborations, and ongoing relationships exist at all levels of the University. Approximately thirty separate initiatives involving Town and University partnerships were identified. Two of these initiatives will be detailed below to broadly reflect the exemplary town-gown relations:

Neighborhood Action Team and Uptown Normal redevelopment. University participation in the Neighborhood Action Team (NAT) has been critical to effectively addressing student behavioral concerns that occur off-campus. This group, comprised of University and Town representatives, meets monthly using data from the Normal Police Department and Illinois State University Office of Student Conduct and Conflict Resolution, neighbor complaints, and landlord information to identify concerns. Information sharing is possible because the Student Code of Conduct extends off-campus and the Normal and Illinois State University Police have intergovernmental agreements. Once concerns are identified and defined, Town and University staff work jointly to address them. For several years the group has operated with a three-tiered intervention strategy which helps staff quickly determine the level of action that needs to be taken. In all cases, staff from both organizations are present when addressing students. This cooperative action, often including off-campus landlords in the process, has helped reduce off-campus student behavior issues before they are out of control. In addition, Town and University staff periodically attend neighborhood association meetings together, helping permanent residents understand the shared process.

Illinois State benefits tremendously from the vision and redevelopment of Uptown Normal which is directly across the street from the Illinois State University campus. Uptown Normal and Town amenities are a factor in attracting students. The beautiful redevelopment of Uptown Normal offers quaint shops, green space for lounging and listening to entertainment, and access to the Constitution Trail. Hotels and restaurants appeal to visiting parents and the University often uses the nearby hotels and restaurants when hosting special guests and events. Through the redevelopment of Uptown, the lines of where the University ended and Uptown Normal began have become blurred, with the University now renting administrative office space in a mixed-use building known as Uptown Crossing. In 2014, the University and Town worked together to bring a new University art gallery and event space to Uptown Normal. The Town and University entered into an intergovernmental agreement for Normal to construct the space, with the University reimbursing Normal for the total cost of construction with four percent interest over a five-year period. The Town of Normal involved the University in its comprehensive planning process, which sets the stage for even greater collaboration moving forward. The University is currently updating its Campus Master Plan (physical space) and has engaged Town of Normal officials in the process. Early conversations have also begun on the Innovation District envisioned by Normal with Illinois State at the center. The Town-Gown relationship between Illinois State and the Town of Normal is unique and has lasting impacts on both entities.

Impact on the community	The proximity of the Illinois State University campus to Uptown Normal—the community's historic central business district—has been a major factor in many of the Town-Gown partnerships, particularly with the Normal Public Library and the Town's Children's Discovery Museum. More than 200 university students volunteer at the Normal Public Library through the Partners in Reading program monthly. Over the course of thousands of volunteer hours, students have helped to instill the love of reading into local elementary school children. A new program called Partners in Technology seeks to do much the same with University volunteers working with kids interested in technology. Milner Library and other departments at Illinois State also collaborate with Normal Public Library on speaker series, music concerts, and other cultural events. The Children's Discovery Museum also maintains a strong relationship with Illinois State, with hundreds of students volunteering thousands of hours every year. The assistance from students permits the museum to extend outreach beyond what could be done with paid staff. Working together, Illinois State and the museum truly fulfill the museum's potential as a place of lifelong learning. The subject-matter expertise present at Illinois State is a significant benefit on many of the Town's "out of the box" initiatives. For example, several faculty members participate in the regional Greenways Committee, which seeks to improve and promote natural areas throughout the community. These faculty advise on critical aspects of the environment including wildlife, botany, and pollution mitigation. They are also willing and able to partner on grant opportunities, including a recent grant application to utilize local storm water detention basins as fishing and water recreation amenities. This type of on-the-ground assistance has a tangible impact on the quality of life for Town of Normal residents. The Town and University also cooperate on major planning initiatives to ensure that campus life integrates seamlessly into the fabric of Normal. In recent years the Town and University jointly applied for and received a state grant to extend the community's beloved Constitution Trail system through campus and out to the University's Horticulture Center and beyond. Students and residents alike use this multiuse trail for recreation and transportation. The Town and University have also partnered on a local bicycle sharing program, which has a strong presence on Illinois State's campus. The Town and University have been living in an era of excellent cooperation for several decades. This cooperation extends from top to bottom, from the Mayor and University President down to staff members. One public display of this cooperation is the festive lighting of Uptown Normal that begins with Illinois State's Homecoming in the fall and continues through the holiday season. A less visible but equally important collaboration is University and Town staff working together to ensure efficient traffic flow at major University events including tailgating at football games

	and student move-in each fall. In all cases, the spirit of cooperation is strong and the attitude positive.

Partner #14

Project/Collaboration Title	Physics on the Road
Organization Name	Children's Discovery Museum
Institutional Partner	Department of Physics
Purpose of this collaboration	Recent educational studies indicate that U.S. youth need more positive experiences in science, technology, engineering, and math (STEM). U.S. students continue to fall behind foreign competitors in science and math proficiencies. The Program for International Student Assessment's most recent data, from 2015, showed that 15-year old students in the U.S. placed 40th in math and 25th in science literacy out of 70 countries. To reverse these trends, early exposure and engagement in STEM is crucial for area youth. Physics on the Road seeks to do just that. This program provides physics education programming for community organizations and K–12 schools in order to promote scientific literacy and awareness. Developed by the Department of Physics, students from the Physics Club or students studying other disciplines but taking physics courses volunteer to present hands-on, interactive shows and demonstrations that include science topics. Physics on the Road partners with the Children's Discovery Museum, Heartland Community College's Challenger Learning Center, and local schools to provide educational programming in physics. The longstanding partnership with the Children's Discovery Museum includes "Physics Day" programming once a month during the school year. During this program, students and faculty demonstrate different physical attributes of our life utilizing the resources and materials that are used during classes on campus. This program allows Museum guests to explore the world utilizing tools that they don't usually have access to while University students learn to engage with the public in their areas of expertise. Another component of this partnership between Physics on the Road and the Children's Discovery Museum occurs during the summer months. A faculty member partners with Museum educators for a one-week summer camp focused on different areas of physics, including aerodynamics, the physics of sports, weather, and amusement park science. The goal of this program is to engage students in grades four through eight in physics education in a fun way.

Length of Partnership	13 years
Number of faculty involved	1
Number of staff involved	1
Number of students involved	40–50
Grant funding, if relevant	
Impact on the institution	The Department of Physics at Illinois State University has the primary mission of educating and training the enrolled students who are majors in the program. Physics on the Road is a departmental effort to go beyond that primary mission and educate the general public in accordance with the University's strategic plan, "*Educate Connect Elevate: Illinois State The Strategic Plan for Illinois' First Public University 2018–2023,*" and live out two of the seven core values—collaboration and civic engagement. The Physics on the Road program aims to promote scientific literacy to the public by giving presentations to K–12 school classrooms, homeschool groups, girl and boy scout troops, science centers, public libraries, and other community organizations, including rural and low-income schools and groups. Physics on the Road has strengthened the relationship between the Department of Physics and other units on campus including the Honors Program, Center for Mathematics, Science, and Technology, WGLT Radio, University Program Board, and the Presidential Scholars Program. It has afforded service learning opportunities for students taking general education physics courses, Physics Club and Astronomy Club members, and all physics majors. In particular it assists students in the Physics Teacher Education sequence through early experiences where they are able to do informal instruction on basic science topics to a group. In addition to the direct benefits to students and faculty involved with the program, Physics on the Road has served as a long-term recruitment strategy that promotes awareness and visibility of Illinois State University, the College of Arts and Sciences, and the Department of Physics in the community. More and more students who are entering freshmen at Illinois State are reporting that their school, class, or scout troop attended a presentation by the Physics on the Road group during their school-aged years, or they recall seeing the program during a visit to the Children's Discovery Museum. This exposure to the general public helps with enrollment and retention in an era when the population in the state of Illinois is declining and the number of high school graduates is decreasing. The Physics on the Road program has remained a stable and active component of the Department of Physics' outreach efforts since its inception, making approximately 100 presentations to a total audience of over 2,100 people each academic year. While the partnership with the Town of Normal Children's Discovery Museum is the first and most robust

	collaboration, the program has maintained partnerships for 8–10 years with other organizations and schools, and the potential for forming new partnerships is limited only by the time of staff and students.
Impact on the community	The Children's Discovery Museum is an educational and cultural institution committed to serving the needs and interests of children and families by providing exhibits and programs that stimulate curiosity and motivate learning. The mission of the Children's Discovery Museum is to inspire the love of learning through the power of play. The vision is to build confidence and foster creativity in today's youth; enhance critical thinking, communication, and collaboration in tomorrow's workforce; and inspire a more innovative approach for educating future generations. The Children's Discovery Museum's mission and vision are accomplished by providing hands-on exhibits, classes and programs that actively engage the visitor in experiences that stimulate imagination, curiosity, and wonder. Supplementing and interpreting the traditional exhibit experience, Museum educational programs engage learners ranging in age from 3 months to 13 years in developmentally appropriate, hands-on learning opportunities. Tackling subjects from the fields of Science, Technology, Engineering, Art, and Math (STEAM), Museum educators provide a wide variety of classes, events, and camps. To further the goals of the mission and vision of the Museum, they have developed partnerships with area educators, businesses, and other content experts. Partnerships with Illinois State University are numerous and varied, but one of the longest running partnerships has been with the Physics on the Road program. Through this partnership the Museum has been able to increase the level at which they teach content around physics. By having students and faculty come to the museum regularly and share their expertise, the Museum has gained a quality program that teaches guests in a way that makes physics engaging and interesting. Museum staff have seen both parents and children develop curiosity about the physical properties of the world and wish to explore more. These students end up joining additional Museum programs to deepen their knowledge and experience. An added benefit of this program is Museum staff have been able to learn additional content about physics and gain in their own self confidence in this area of science. Because of this, Museum staff have had the ability to teach additional programming in the areas of physics and to teach it at a higher level than they otherwise would be able. Lastly, the Physics on the Road summer program at the Children's Discovery Museum has allowed the Museum to reach an older audience than typically reached with their summer programming, helping bridge the gap between Museum programming and other summer programs for older youth.

Partner #15

Project/Collaboration Title	University Partnerships for the (Re)Design Your Course for Civic Engagement Workshop
Organization Name	Illinois Wesleyan University
Institutional Partner	Center for Teaching, Learning, and Technology; Center for Community Engagement and Service Learning; American Democracy Project
Purpose of this collaboration	Illinois Wesleyan University is a small, independent, undergraduate liberal arts college of approximately 2,000 students located in Bloomington just one mile from Illinois State University. The presidents of Illinois Wesleyan and Illinois State (along with the president of Heartland Community College in Normal) meet monthly to discuss issues affecting higher education and Bloomington-Normal and to work together to benefit the community. Presidential collaboration, however, is far from the only partnership that exists between Illinois State and Illinois Wesleyan. The Center for Community Engagement and Service Learning (CESL) at Illinois State has been partnering with Illinois Wesleyan's Action Research Center (ARC) since 2017. ARC offers programs and services to connect Illinois Wesleyan with the Bloomington community in meaningful ways that create impactful change and address pressing social justice issues. While the two units have different structures, scope, and cultures, CESL and ARC initiatives have a similar community engagement purpose. CESL and ARC staff regularly communicate about community needs and events as well as upcoming department initiatives. Additionally, CESL staff now serve on the ARC advisory board. As a result of the increased communication and relationship-building over the previous year, Illinois Wesleyan faculty were invited to participate in the summer 2018 (Re)Design Your Course for Civic Engagement workshop. Four faculty from Illinois Wesleyan joined six faculty from Illinois State. Supported by the American Democracy Project at Illinois State, the Center for Teaching, Learning, and Technology has offered a four-day summer workshop series—(Re)Design Your Course for Civic Engagement—for eight years. The redesign process allows faculty to promote active learning experiences and assessment through which students can gain an awareness and understanding of civic engagement as a lifelong responsibility, while also connecting civic competencies to their discipline. The faculty who participate in this process are also advised as to how to produce scholarly work in the area of civic and community engagement. A main component of this workshop exposes faculty to a variety of community organizations and needs through a community tour of various social service agencies and a networking lunch with organization staff and participating faculty. Faculty who successfully complete the (Re)Design Your Course for Civic Engagement workshop receive a $1,000 stipend for participation. They are expected to have a newly drafted syllabus infused with civic or community engagement

	and have ideas as to how they may engage in scholarship of teaching and learning research or additional presentations on what had learned in the workshop.
Length of Partnership	1 year
Number of faculty involved	8
Number of staff involved	3
Number of students involved	2
Grant funding, if relevant	$7,000 through the American Democracy Project from the State Farm Foundation
Impact on the institution	This collaboration with Illinois Wesleyan is a demonstration of Illinois State's commitment to community as outlined in its Civic Action Plan. Often, the Action Research Center (ARC) and Center for Community Engagement and Service Learning (CESL) staff communicate about which community organizations they have met with or worked with as a way to share information and limit the number of outreaches to busy community agencies. By partnering with Illinois Wesleyan, Illinois State reduced redundant experiences for community organizations and met a goal of the Civic Action Plan to increase communication and decrease duplication of efforts and programming across institutions in the community. In return, neither university is expending additional time and/or resources. Bringing together faculty from two institutions for the (Re)Design Your Course for Civic Engagement workshop also created a tremendous opportunity for peer-to-peer learning. The addition of Illinois Wesleyan faculty provided Illinois State faculty perspectives on experiences at a small, liberal arts institution. Illinois Wesleyan faculty diversified the fields of study present and created a more robust professional development and networking experience than offered with Illinois State faculty alone. Additionally, Illinois State benefitted from the long-time community-based learning experience of ARC Director Deborah Halperin who served on the planning team and facilitated some of the workshop content. In addition, the collaboration acknowledged that both institutions exist in the same community and must be jointly mindful of community partnerships. By hosting the field trip and partner networking lunch together, both campuses were able to connect with community partners allowing the community partner to attend one event instead of two. Participating in the (Re)Design Your Course for Civic Engagement workshop together allows faculty from both institutions to jointly seek input and support for ideas being developed for the classroom and scholarship, understand the community in which they both exist, and advance both institutions' commitment to civic engagement. The partnership also allowed for

	shared financial resources as Illinois State provided stipends for its faculty as well as lunch for the entire cohort, and Illinois Wesleyan provided stipends for its faculty and covered the cost of parking at Illinois State. The program will be offered together again in summer 2019 with spots for up to eight Illinois State faculty and up to five Illinois Wesleyan faculty. The goal is to include faculty from Heartland Community College as well.
Impact on the community	Attending the (Re)Design Your Course for Civic Engagement workshop provided Illinois Wesleyan faculty with new pedagogical strategies previously unavailable. Each faculty member adopted the pedagogical techniques presented in the workshop in ways that aligned with the learning objectives of their course. Nawaraj Chaulagain incorporated visits to sacred sites in "Asian Religious Practice" (Religion 132). Each student was assigned to a community partner to conduct a site visit and an interview. This research was used as part of a mid-term assignment. The sacred sites included the Hare Krishna Temple, the Swami Narayan Temple, and the Hindu Temple. Ann Eckhart and Wendy Kooken developed a project with collaborative elements both on- and off-campus. Kooken wanted a section of her nursing students to explore the wide variety of roles nurses play in nonprofits. She redesigned a sophomore-level class because it is before the clinical sequences begin. Students visited with a local nonprofit to learn how nursing was part of the organization through service delivery or among the staff, volunteers, or board members.

Students visited with eight organizations including an equine therapy program, the medical translation program at Western Avenue Community Center, and the Salvation Army outreach program for homeless adults. Kooken's students presented their findings to Eckhart's senior students in a policy analysis class. Those seniors then used that data to examine which policies at the local, state, or federal level might impact the work of that nonprofit. The seniors are currently completing that assignment and will report back to both the sophomore students and the nonprofits to share their papers. The nursing program is already very community-focused, but this redesign opportunity gave the faculty members time to plan for even greater connectedness within the program and with new community partners. Students were able to learn that nursing happens beyond hospitals and doctors' offices and they saw new facets of their nursing major.

Brandi Reissenweber partnered with the Prairie Aviation Museum to create a partnership for Writing Fiction 201. Students visited the museum during a special event featuring retired pilots discussing the planes on display and sharing stories about their military service. Students conducted additional follow up interviews with the pilots throughout the semester. Both the professor and the students felt the experience gave greater depth to the writing assignments. The students |

	were also introduced to community-based learning through this experience and Illinois Wesleyan hopes they will continue to seek out and create community engagement in future courses. The museum was also very pleased with the end result; especially the one pilot who happened to be an Illinois Wesleyan alumnus. Each of these professors applied the pedagogical lessons learned to create new learning opportunities for their students within the first academic year since the workshop. For students, faculty, campus, and community, these community-based learning experiences have been highly successful. Working together to increase faculty participation in community-based learning is an effective use of resources and increases the impact that both universities can have in the community.

E.2.2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?
Yes

E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:
The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining, and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.

Various units on campus have site agreements or memorandums of understanding (MOUs) with their community partners as a means to establish expectations and goals from the beginning of the partnerships. The School of Social Work, Mennonite College of Nursing, the Stevenson Center for Community and Economic Development, and the Center for Community Engagement and Service Learning (CESL) are a few of the units on campus that create agreements with community organizations and ensure both parties are agreeable to the conditions prior to signing paperwork and formally beginning the partnership.

CESL is currently working to develop MOU templates for faculty to use when working with a community organization on an engagement initiative. The MOU template is expected to be available on the CESL webpage in 2019. Continuing professional development opportunities hosted by CESL, as well as the (Re)Design Your Course for Civic Engagement workshop, will instruct faculty on how to use the MOU template.

When a particular project with a community partner or a partnership itself has concluded, campus units also have mechanisms to assess the success of the partnership. For academic departments, such as nursing and social work, that partner with organizations for community-engaged internships or clinical site placements, a staff member in the department is able to facilitate ongoing communications to ensure the collaboration is going well. Additionally, on-site supervisor evaluations of students are often referenced. CESL conducts post-program interviews with community partners for its service days. These

assessments provide important information for CESL in terms of continuing to ensure expectations are clear and logistics are sorted out prior to the day of a service experience.

CESL is also conducting a pilot community impact assessment in 2019 that will complement the ongoing assessment of community partner satisfaction. This assessment includes questions focused on the quality of partnerships. Insight gleaned from the results of the assessment will be incorporated with existing data sources to identify trends and needed areas of professional development for faculty, staff, students, and community organizations.

E.2.3. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community?
Yes

E.2.3.1. Describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:
The results from the Center for Community Engagement and Service Learning's (CESL) follow-up assessments with community organizations that partner for days of service projects are integrated into project logistics for the next day of service, and those changes are often shared with the community organization. Encouraging the assessment of a partnership using the Community Campus Partnerships for Health standards, as was done (and will continue to be done) with CESL's Community Partner Survey, can be particularly helpful especially if the results are shared with the community organizations. (Those standards are also now included on the CESL website as a resource for community partners.)

CESL is conducting a pilot community impact assessment in 2019. A similar process will follow for a university-wide assessment on institutional impact.

REFLECTION AND ADDITIONAL INFORMATION

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Reflection and Additional Information

(Optional) Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

The process of collecting information and completing the application over the past year has been invaluable to Illinois State University and its civic and community engagement moving forward. It has instigated campus conversations creating clearer definitions of what quality community engagement entails (mutual benefits and reciprocity) and helped to differentiate community engagement from civic or other related activities that happen on- and off-campus. Ultimately, engaging in this process has opened the conversation about community engagement, encouraging faculty and staff to talk about and showcase their work. It has increased awareness of what has been and could be done to expand campus-community partnerships. This self-study also has launched strategic thinking about the next steps the University will need to take in identified areas to strengthen community engagement efforts. A detailed report of areas in need of improvement to bolster the commitment to community engagement will be shared with University leaders in summer 2019. The report will include suggestions for addressing these areas based on benchmarking and best practices.

The completion of this application has also provided an assessment of the planning and decision- making surrounding community engagement from the time of the University's last attempt at achieving the Carnegie Elective Community Engagement Classification in 2015. The campus community took insights gained from the last process and the feedback from the last application to heart and refocused its efforts and attention on community engagement. Completing this process for the cycle in 2020 has provided a plethora of evidence of how much the institution has grown in its intentional and focused commitment to community engagement in such a short period of time: creating a center for community engagement; developing programming and education for faculty, staff, students, and community partners alike; instituting systemic reporting and data gathering methodologies; beginning to leverage data analytics to inform decision making related to community engagement; coordinating efforts to assess community, student, faculty, and institutional impact; establishing a social media and marketing presence for community engagement; and overall making significant strides to further institutionalize community engagement. This process has affirmed the importance of having the infrastructure and dedicated staff in place to continue to maintain and advance community engagement efforts.

In the spirit of partnership, reciprocity, and mutual benefit, the campus and community partnerships highlighted in this application were brought together to celebrate their partnerships and share the impacts of those partnerships by drafting the responses for the Partnerships section of the framework. This exercise was a great opportunity for partners to evaluate the impacts their partnership has had on their respective entity and enable both partners to really celebrate their successes and reflect upon ways they may need to work together to improve.

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

The response to questions III.A.1.1.2 and III.A.1.2. (the number and percentage of for-credit community-engaged courses offered in the most recent academic year) include counts of community-engaged class sections offered in comparison to all class sections offered.

(Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.
No response.

(Optional) Please provide any suggestions or comments you may have on the application process for the 2020 Elective Community Engagement Classification.
The clarifications and examples present in the framework notes throughout the application are very helpful in understanding what evidence would be the most prudent in answering a question; however, framework notes were not available for most of the questions that were new to the application this cycle. More clarification within the framework for those items are needed.

The workshop and webinar offerings by the Swearer Center and Campus Compact were extremely helpful in the planning of and preparations for completing the application. A "frequently asked questions" webpage focusing solely on the questions (with a separate page or section for the logistics of the application process) could reduce the number of repeated questions in the webinars and provide a quick reference for applicants.

Upon entering responses into the online application, it was noticed that the word count in the online application was not the same as the word count in Microsoft Word for many of the responses.

Q. 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 Swearer Center for Public Service, and for other higher education researchers as well.

Only applications from campuses that agree to the use of their application data will be made available for research purposes.

No identifiable application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

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

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