

2015 Documentation Reporting Form: Carnegie Community Engagement Classification (First-time applicants)

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3. Applicant's Contact Information

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5. I. Foundational Indicators

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

Yes

Quote the mission or vision:

Community engagement has been a vital part of Southern Illinois University Carbondale's mission since its inception in 1869. The university was founded on principles of access and regional engagement, and these principles are central to its present and future goals and practices. Indeed, this centrality is reflected in SIU Carbondale's official Mission Statement, which was substantially revised by President Delyte Morris (1948-1970), who dramatically expanded the university's commitment to outreach and partnership. Since then, the mission statement has become more precise:

“Southern Illinois University Carbondale, now in its second century, is a major public higher education institution dedicated to quality academic endeavors in teaching and research, to supportive programming for student needs and development, to effective social and economic initiatives in community, regional, and statewide contexts, and to affirmative action and equal opportunity.”

The Mission Statement goes on to specify the university's civic commitments:

“Emphasis on accessibility and regional service which creates distinctive instructional, research, and public service programs also gives SIUC its special character among the nation's research universities, and underlies other academic developments, such as its extensive doctoral programs and the schools of medicine and law.”

In keeping with the university's status as a Carnegie research institution (High Research Activity) for the last decade, SIU Carbondale has committed new resources in service to southern Illinois, as explained in the following excerpt in the university's current Mission Statement:

“Committed to the concept that research and creative activity are inherently valuable, the university supports intellectual exploration at advanced levels in traditional disciplines and in numerous specialized research undertakings, some of which are related directly to the southern Illinois region. Research directions are evolved from staff and faculty strengths and mature in keeping with long-term preparation and planning.

“Even as the university constantly strives to perpetuate high quality in both instruction and research, it continues a long tradition of service to its community and region. Its unusual strengths in the creative and performing arts provide wide-ranging educational, entertainment, and cultural opportunities for its students, faculty, staff, and the public at large. Its programs of public service and its involvement in the civic and social development of the region are manifestations of a general commitment to enhance the quality of life through the exercise of academic skills and application of problem-solving techniques. SIUC seeks to help solve social, economic, educational, scientific, and technological problems, and thereby to improve the well-being of those whose lives come into contact with it.”

SIU Carbondale's Mission Statement may be found in the “2012-2013 Undergraduate Catalog” (p. 9.)

6. I. Foundational Indicators

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

Yes

Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

SIU Carbondale celebrates civic engagement at three campus-wide events in April every year “ at a regular monthly meeting of the SIU Board of Trustees (for the Lindell Sturges Award), at the Civic Engagement Achievement Awards Ceremony, and at the Annual Student Leadership and Involvement Award Ceremony. All three events take place at the university's Student Center.

1. Lindell Sturgis Award: Given by the SIU Board of Trustees to one employee each year, who demonstrates commitment to non-job related public service. A cash award of \$750 and a plaque are presented to the awardee by the Board chair and the university chancellor, followed by a luncheon for the recipient, his or her family, and former recipients. The recipient list and intent of the award are displayed in Anthony Hall (the main administration building) and the Student Center.
2. Delyte Morris Award: Awarded to students or student organizations, who demonstrate excellence and commitment to community service. A framed certificate is presented by the chancellor at the Civic Engagement Achievement Awards Ceremony to the winners nominated by community partners for this distinction.
3. Environmental Ambassador Awards: Awarded to students who complete 30 plus hours of volunteerism toward environmental causes during the academic year. It is a plaque signed by the chancellor and the chair of the SIU Sustainability Council, given at the Annual Civic Engagement Achievement Awards.
4. Outstanding Philanthropic Initiative Award: Recipients are 1 or 2 student organizations for implementation of a major philanthropic event or program that helps a non-profit either locally, nationally or a globally. A staff committee selects among the nominations and decides the best program in this category. The award is made at the Annual Student Leadership and Involvement ceremony.

7. I. Foundational Indicators

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

Yes

Describe the mechanisms for systematic assessment:

Academic units sponsoring community outreach and partnerships are required by the Illinois Board of Higher Education to sustain a review of their programs at least once every eight years, unless they are accredited by agencies and associations which mandate more frequent reviews. The result is a regular, sustained effort on the part of all degree programs active in the community to document how they are serving the public interest, including surveys of their clientele and partners, conducted on behalf of the Provost by the Office of Assessment and Program Review.

For example, the Accreditation Council for Graduate Medical Education, which accredits the SIU School of Medicine's residency program, expects to see patient surveys of the services rendered by the School's Rural Health Clinics. Similarly, the American Bar Association oversees the surveys of clients whose concerns are addressed by the SIU School of Law's three free Legal Clinics. Even more closely bound to the community are the media outlets, WSIU radio and TV, which, as publicly supported stations, depend directly upon listeners and viewers for contributions to maintain operations. Accordingly, WSIU conducts multiple community forums annually to elicit feedback on new and ongoing local programming and outreach. The School of Journalism highlights its community engagement efforts and was cited by its recent re-accreditation for having "one of the most outstanding records of community engagement among Schools of Journalism nationally."

Each year, the Center for Service Learning and Volunteerism (CSLV) surveys all of SIU Carbondale's community partners who host student volunteers, service learning students, or off-campus programs. This survey asks them to assess the ways that SIU can help their short- and long-term needs. Representatives of community partners are invited to attend an annual luncheon and to participate in focus groups to discuss the quality of their interactions with SIU and ways to improve our cooperation. Thus, representatives from the organizations, listed in the community partner template, are engaged in ongoing, serious dialog with Center staff to ascertain how well the university is coordinating and fulfilling its commitment to civic engagement. CSLV reports the results of this survey and these conversations with the most active community partners to the Center's Advisory Council for discussion, as well as to the Dean of Students in the Provost's office.

Every ten years, SIU Carbondale conducts an extensive self-study in preparation for its re-affirmation of accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools. The fifth and last major criterion for the institution to meet concerns "Engagement and Service." SIU's activities in the region are extensively documented and posted in this 84-page chapter. Thus, as a matter of public record, this self-study "and all the evidence that it provides relevant to this criterion" has been fully available since 2010 on a designated webpage for reference by any interested party.

3.b. Does the institution aggregate and use all of its assessment data related to community engagement?

Yes

Describe how the data is used:

Initiated in Spring 2013, the annual collection of data on university community-service activities has resulted in the creation of an extensive data base for assessment and program review purposes. Each college, professional school, and student affairs unit on campus, including Morris Library, the Dean of Students office, and auxiliary services, provide data that inform the chancellor and the provost of the full extent of community service activities. Discussions highlight matters that deserve attention in support of the university's fulfilling its mission.

Data are organized in a manner that enables each academic and administrative unit to document the number of community partners involved; the number of persons affected; the numbers of students, registered student organizations, faculty, and staff who are engaged; the number of student hours clocked; and the amount of money transferred (in-kind, services, and in fact). The spreadsheets, posted on the CSLV webpage, are available for public comment and used by the chancellor and provost to guide budget and staffing decisions as they relate to the university's service mission.

8. I. Foundational Indicators

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

Yes

Describe the materials that emphasize community engagement:

SIU's marketing and communications initiatives emphasize community engagement as an extension of the classroom through service activities, internships, and research-based projects that focus on regional needs. An objective of SIU's strategic plan, "Pathways to Excellence," is to "develop connections with the broader community to enhance service learning, public service and cultural and artistic mindfulness."

SIU's strategy to communicate this civic presence is to use images that feature students in action, whether they are helping a business owner solve a problem, performing in a concert, or volunteering at a school. These images are reflected not only in 1.6 million student recruitment pieces mailed annually, but also on 350 light-post banners on campus and in the community; in more than 2,000 regional radio, television and newspaper and outdoor advertisements; and in the many individual stories told on our behalf by regional and local newspapers, related via press releases and SIU-managed communication platforms.

SIU's website regularly promotes community engagement, including the chancellor's "Weekly Column," but also her notes on Impact, Research, Accomplishments, Events, and Announcements. Each week Chancellor Cheng publishes a column on the SIU website's main page that is simultaneously published in "The Southern Illinoisan," the region's local newspaper. In 2012-2013, 11 columns focused on community engagement. That same year, "The Saluki Times" (now "SIU Today") published online 31 news stories about public engagement achievements of students, faculty, and staff as well as public engagement programming and awards.

"SIU Alumni Association Magazine" highlights community engagement. The June 2012 issue recounted how Dr. Guy Renzaglia, the late founder of SIU's Rehabilitation Institute, laid the foundation for the first winery and established the wine trail in southern Illinois. Dr. Renzaglia's daughter, Dr. Karen Renzaglia, Professor of Plant Biology, helped develop this initiative that now generates over \$253 million annually. Similarly, the December 2012 issue recounted how SIU faculty, students and staff and local Veteran's organizations teamed up to form the This Able Veteran (TAV) program, which trains and provides service dogs to disabled veterans. Part of the training included preparing injured veterans and their service dogs experience riding together on board SIU airplanes from the Aviation Flight program.

Individual units circulate publications of their own. The latest issue of the College of Education and Human Services' "Journeys" (December 2013) features several initiatives: teacher training in Alexander County, the African International

Foundation for Educational Excellence's work in Kenya, a Fulbright student in the Dominican Republic, the Center for Autism Spectrum Disorders, and the Department of Kinesiology's Women's Intersport Network.

Similarly, the School of Journalism maintains a webpage about faculty and student projects in the community. There are links to an Overview of Student Projects, the "Daily Egyptian" (the student-run newspaper), Imagining Geographies (a multidisciplinary outreach research initiative), the Shawnee National Forest Project (to explore the US Forest Service's efforts to protect local eco-systems), the Cairo Project (to document a hard-luck small town's efforts to rebuild), and the South of 64 Project (to highlight the state's many small communities south of US Route 64).

9. I. Foundational Indicators

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

Yes

Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

Chancellor Rita Cheng has shown a deep commitment to community engagement since her arrival in June 2010. In the chancellor's inaugural speech, she stated,

"What I have found is that this is a university that is welcoming, collaborative and intellectually curious. The exchange of ideas, the shared thrill of discovery, and the deep respect for our campus and our communities define our culture. We stand together on academics that meet our high standards of rigor and access. We work closely with local leaders to build business partnerships, providing the innovations that fuel the economy of an entire region. We share a collective spirit that spreads out beyond the borders of the campus and lives on in the hearts of our proud alums."

At Dr. Cheng's specific request, to underscore the chancellor's philosophic commitment to community engagement, Professor Larry Hickman, Professor of Philosophy and Director of the Center for Dewey Studies, provided the keynote for the installation ceremony. Speaking at length on the democratic purposes of higher education, Dr. Hickman made explicit the close relationship between Dewey's conception of civil society and the university's Mission Statement.

In the chancellor's October 2012 State of the University Speech, she highlighted SIU's community engagement efforts, including the interdisciplinary outreach research of Imagining Geographies, the 38,000 hours that SIU students volunteered in Carbondale, and the university's response to the deadly February 29, 2012, Harrisburg tornado that resulted in 6 fatalities. SIU's contribution to Harrisburg's recovery received extended mention. The chancellor lauded the 150 students and 12 faculty and staff members who contributed more than 1,000 hours of service. She also highlighted the book created by students in the School of Journalism, "4:56 AM," a photo documentary of the destruction, the clean up, and the human costs. Proceeds of over \$15,000 from the sale of the book were donated to victims of the tornado.

10. I. Foundational Indicators

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

Yes

Describe the structure, staffing, and purpose of this coordinating infrastructure:

The Center for Service-Learning and Volunteerism (CSLV) coordinates the university's curricular and co-curricular community engagement. For example, the Center oversees the Saluki Volunteer Corps and serves as a clearinghouse for information on community organizations and events. It connects students to volunteer opportunities, tracks student volunteer hours, and monitors service-transcripts. CSLV also coordinates the SIU chapter of the Land of Lincoln AmeriCorps. The Center recruits, trains, supports,

and evaluates Corps members in their placement sites. Similarly, the CSLV promotes service-learning on campus, maintains a list of service-learning courses and faculty, holds faculty development workshops, and runs the Faculty Fellows for Service-Learning program.

Because of the CSLV's unique responsibility, its staff coordinates the data collection and assessment of the university's civic engagement. Its webpage serves as a vital resource for faculty and staff seeking community partners, documenting their work together and measuring its impact on the university and in the region. Active collaboration with the Office of Assessment and Program Review ensures that these activities are properly documented and assessed in each academic unit in each review cycle. This same collaboration provides annual updates of the data on civic engagement for the SIU Board of Trustees, whose detailed spreadsheets are posted on the Center's webpage in support of applications to the Carnegie Foundation and the Association of Public and Land-Grant Universities for comparable designations.

Similarly, the Office of Economic and Regional Development (OERD) represents the university's main effort to stimulate economic development in the region through learning and research discoveries. For the past 25 years, the OERD has enhanced growth and prosperity in the region through entrepreneurship, innovation, and community engagement. Its impact is measured through several key indicators including business start-ups and expansions, jobs created and retained, and community service. In coordination with the OERD, the Center for Rural Health and Social Service Development leads a rural medical transportation project in the state's southern-most 34 counties to facilitate access for those in need of medical and healthcare services; implements a school-based physical activity/nutrition program; and is one of 26 rural sites nationally to participate in the National Children's Study. Another OERD initiative, the Connect SI has greatly expanded internet connectivity in nearly all underserved areas in southern Illinois since 2006. The OERD staff also coordinates closely with the Chancellor's Deputy for Innovation and Economic Development, Dr. Dennis Cradit, with the CSLV, and with the SIU School of Medicine's Office of Community Health and Service (OCHS).

The OCHS centralizes the SIU School of Medicine's civic engagement in Springfield and central and southern Illinois. Working in conjunction with the medical school's Community Health Policy Committee, the OCHS coordinates all outreach and partnerships to provide for community health needs as much as possible. These activities include professional training, non-credit courses, MEDPREP, the Rural Health Initiative, the population health curriculum for medical students, the population health science research program, the Enos School and Homeless and Uninsured programs, and the new 45-hour Community Service track in the School of Medicine.

11. I. Foundational Indicators

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

Yes

Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:

SIU Carbondale follows the NACUBO function definition of Public Service, which "includes expenditures for activities that are established primarily to provide [non-instructional] services beneficial to individuals and groups external to the University." By this accounting function, the institution identified \$36,241,000, 6.0 percent of its operating budget of \$603,820,300, for public service in FY13. This budget includes appropriated/internal funding (\$5,182,763), grants (\$26,761,800), overhead (\$184,400), and self-supporting (\$4,112,100) sources for both the Carbondale and Springfield campuses. These items are the university's recurring budgetary commitments.

The university expended \$2,002,267.01 for WSIU radio and TV service activities and \$1,396,387.01 for the School of Medicine's Rural Health Initiative, the first and second largest items in FY13. The SoM's International Alzheimer's Symposium that same year cost \$534,486.06, the third largest expenditure for the year, exclusively from overhead and self-supporting funds. The role of grants to fund training and community service is discussed in more detail below under extra-mural funding (2.b) for the university's outreach and partnerships. For more detail about SIU Carbondale's budgeting and expenditures, see the CSLV webpage.

It is useful to note that the expenditures in FY13 exceed those allocated by the budget. The primary reason for this difference is that the university is required by governmental accounting standards to include the value of "on-behalf" payments for health care and retirement costs in the financial statements. All other universities are also required to do so, unless they operate their own health insurance and pension systems. In those instances, the universities would be directly incurring the fringe benefit costs for their employees. This is not the case in the state of Illinois, which would distort across-state comparisons.

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

Yes

Describe specific external funding:

The externally funded training and research activities for FY 2013, broken out by academic unit, are all listed on the spreadsheet posted on the webpage of the Center for Service Learning and Volunteerism. In 2012-13, 125 service-related projects received federal, state, and private funding, totaling \$22,728,169, albeit for work spanning more than a single year. For more detailed information, see the spreadsheets on the CSLV webpage.

The largest share of the money in FY 2013 was awarded for training of personnel in human services. For example, \$16,110,683 was raised by the faculty and staff in the College of Education and Human Services. The School of Social Work's "Integrated Assessment Program" was underwritten by the Illinois Department of Children and Family Services for \$4,846,356. Modest but no less important, \$500 was received from the Walmart Foundation for SIU's Student Council for Exceptional Children's "Hunger Outreach Program."

The most active in externally funded research, not training, for civic activities was the SIU School of Medicine. Funded by the grants continuing in 2013, 25 articles and presentations appeared or occurred the previous year by the SoM's faculty and staff. Fully \$2,084,390 in funding was awarded or continued in FY2013, including \$408,850 for the rural medical transportation network overseen by the Center for Rural Health and Social Services Development in the Office of Economic and Regional Development, as mentioned above in answer to question 1. Phase 3 of the "Assessment of Academic-Community Partnership to Support School-Based Childhood Health and Wellness" was supported by Blue Cross Blue Shield of Illinois for \$201,600.

Almost every academic college received funding for programs appropriate to the unit's faculty expertise. Examples: [1] three faculty colleagues in the Department of Forestry in the College of Agricultural Sciences received \$425,021 from the US Department of Agriculture to assist with the pre-deployment training of US personnel headed to Afghanistan for agricultural development; [2] Professor Greg Budzban (Mathematics) was awarded \$106,627 by the Algebra Project to promote math literacy in underserved populations; and [3] the Center for Archeological Investigation in the College of Liberal Arts used \$10,413 from the US Forest Service to work with local volunteers to unearth sites related to the Trail of Tears in the Shawnee National Forest.

2.c. Is there fundraising directed to community engagement?

Yes

Describe fundraising activities directed to community engagement:

The SIU Foundation raises funds for the academic and research mission of the university. However, the Foundation also generates support for the communities it serves. The Foundation has net assets of \$7.3 million in both temporarily and permanently restricted funds, that is, 6.6 percent of the Foundation's net assets of \$110 million, which are dedicated specifically to benefit activities in the community.

Over the last 5 years, the Foundation has raised an average of \$2 million dollars annually for public service activities. Donations to the Foundation have materially assisted the Paul Simon Public Policy Institute, WSIU Public Broadcasting, and the Simmons Cancer Institute.

The Foundation also supports arts and entertainment in its region, including the Southern Illinois Symphony, the Chamber Music Society, the Southern Illinois Music Festival, and several special events, which bring high quality music and art exhibits to the area. And the SIU Foundation supports Saluki Athletics, a major public service to the region.

One component of the Foundation is the SIU Alumni Association, many of whose members team up with faculty, staff, and student volunteers to support groups like the Black Alumni Group and the Association of Chapters and Clubs, for scholarships, books and school supplies, and services. Similarly, the Student Alumni Council hosts an annual Student Engagement and Philanthropy Day, which informs both on- and off-campus residents of the Alumni Association's efforts on their behalf.

Members of the Association and SIU Advancement Services team worked with local business representatives in the Office of Regional and Economic Development and the Chamber of Commerce to support the "This is Carbondale" campaign. The focus was a comprehensive promotional campaign, including notices in the "Southern Alumni" magazine, an electronic message to all association e-mail addresses, and one-on-one interaction at the SIU Homecoming to raise funds and awareness of university outreach.

Finally, the Foundation's fund-raising supports (and benefits from) its collaboration with the Office of Innovation and Economic Development (OIED), which also reports to the Chancellor. The Deputy to the Chancellor networks with local businesses to partner in technology transfer and venture capital to drive local job creation. The result has led to cooperative several projects whose success, it is expected, will help the Foundation invest its assets more productively and to benefit its fund-raising efforts in support of the university's community engagement.

2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development?

Yes

Describe specific financial investments:

The university invests directly in regional community development. One of the most visible is that of university cash support for Connect SI. Connect SI is a 20-county economic and community program built on the foundations of regional collaboration and contemporary telecommunications. It is operated as a non-University related 501(c)(3) non-profit corporation. Over the past three years, SIU Carbondale has invested \$500,000 in the work of Connect SI, including \$133,000 in FY14.

One important new infrastructure developed through Connect SI leadership is the Carbondale Gigabit Community grant, a public/private partnership that will create an entrepreneurial ecosystem of Carbondale neighborhoods with ultra-high speed broadband access in the coming 18 months. Connect SI also helped underserved areas of central and northern Union County obtain reliable, affordable wireless internet service. Connect SI also completed the sixth year of Lead SI, a youth leadership training program that has worked with nearly 200 young leaders since its inception.

In FY 13, OERD staff, including its Director of Community Development and Outreach, implemented numerous enhancements to the economic and community fabric of the region. Among those are OERD staff taking a leadership role in Champion Community Investments (CCI), another 501(c)(3) non-profit that provides low-interest loans to small- and micro-enterprises. CCI grew organizational lending in the region by over \$1.6 million last year. OERD staff are working with an Effingham, Illinois, based non-profit to launch county-level youth entrepreneurship programs for high school students. Forty businesses either started up or expanded with the assistance of OERD staff, and 394 jobs were created or retained through their services.

12. I. Foundational Indicators

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

Yes

Describe systematic campus-wide tracking or documentation mechanisms:

For the past two years, the university has produced an annual accounting of the university's civic engagement in order to report the results to the Board of Trustees at its retreat meetings in July. These spreadsheets, which have been elaborated for fuller disclosure, are available as a matter of public record on the Center of Service Learning and Volunteerism website. The documentation, provided by the college deans and auxiliary services directors is extensive and detailed, and serves as a primary data

source for reports to the dean of students, provost, chancellor, internal and external stakeholders, including Illinois Board of Higher Education, Higher Learning Commission of North Central Association of Colleges and Schools, as well as the university-system office.

CSLV data collection for more than 15 years about all co-curricular community service by individual students and student organizations is a core effort in campus-wide tracking and documentation efforts. Long used to document volunteer efforts on individual transcripts, this documentation system has been the institution's primary source of data on the number of student hours, community entities served, and impact of service on a wide range of community partners.

Similarly, instructors of service-learning courses submit electronic surveys detailing the courses that they teach, number of students participating, community-based learning experiences, and community partners. Instructors are also asked to submit pre- and post-evaluations of the service-learning components of their courses. This information is used to develop and enhance classes, measure learning and retention outcomes, and help CSLV promote professional development opportunities.

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

Yes

Describe how the institution uses the data from those mechanisms:

As noted above, assessment mechanisms are used to report, annually, to university constituents, state agencies, and accrediting bodies. The mechanisms are also used for the improvement of the service-learning courses and programs offered by university faculty, for the sharing of information to the university and community, for Admission Office's recruitment of prospective students, and SIU Foundation's solicitation of contributions to support these activities. The data also make possible the recognition of particularly meritorious faculty, staff, and students, as described in the awards described earlier in the application (see question 2 above).

Practical uses of the data appear in university-wide efforts like the application to the Association of Public and Land-Grant Universities for the university to be recognized for its entrepreneurial innovation and economic impact in the region. Each year the Chancellor's Budget and Planning Advisory Committee reviews community engagement data in its recommendations. Similarly, the provost expects to see programs cite the data in their requests for faculty and staff positions. Central to the university's decision to renovate its athletic facilities for \$76.5 million in 2010, it reviewed carefully the impact on the City of Carbondale, which contributed \$20 million towards the construction of the new Saluki Stadium for football. Community engagement data are woven into all of the university's important decisions.

13. I. Foundational Indicators

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

Yes

4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Students*:

The most widely used campus-wide assessment mechanism to measure the impact of institutional engagement on students is the National Survey of Student Engagement (NSSE). Every three years, SIU Carbondale administers this nationally standardized instrument. The results indicate meaningful trends in community engagement on the part of SIU students. Because more than 546 institutions administer the NSSE, the university's results may be compared with national trends in higher education as well as with those from peer institutions over the same period.

In the university's Executive Snapshot for 2012, the lowest performing benchmark items relative to comparable schools in Illinois include the results for question 7b (Enriching Educational Experiences). Only 33 percent of our first-year students indicated that they had "participated in community service or volunteer work." This level of community engagement compares unfavorably with the 46 percent of SIU's state peers. What is heartening, however, is the dramatic improvement in the responses of SIU's graduating seniors. Fully 52 percent participated in community service or volunteer work, an improvement of 19

percentage points since freshman year. Clearly, the university provided appropriate opportunities and encouraged students systematically to take advantage of them. Although SIU continues to lag behind comparable institutions in the state, the university is intensifying its efforts to engage students in more civic attitudes and behaviors.

The most useful assessment mechanisms to measure the impact of engagement are in place at the level where the data collected can be most used to improve programs. Like the assessment of student learning outcomes, closing the feedback loop is critically important to the quality of the activities in service to the community. The number of students involved, the number of hours they dedicated to outreach and partnerships, the number and role of the faculty and staff in these interactions, the response of the community partners and the people they serve are of keen interest, first and foremost, to the specific programs committed to the university's civic engagement.

For example, SIU has partnered with EverFi to help students address critical life skills, including alcohol abuse prevention. Each year half a million students nation-wide complete "AlcoholEdu for College," an online, alcohol-abuse prevention course. As part of its comprehensive alcohol prevention program, it is a unit assignment in UCOL 101, the success seminar required of all first-year students. AlcoholEdu empowers students to make well-informed decisions about alcohol and help them cope better with the drinking behavior of their peers.

For the city of Carbondale and the drinking establishments in close proximity to the university, the results of this program have been many fewer DUI incidents, much safer streets, less property damage and vandalism, more cohesive neighborhoods where students live, and better working relations between town and gown. The Carbondale Chamber of Commerce and SIU's Student Health Center have collaborated to follow up on the AlcoholEdu training to prepare a coordinated response to special alcohol-related events, like tail-gating before home football games and Halloween in the Fall and Polar Bear and St Patrick's Day in the Spring.

4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Faculty*:

College of Education and Human Services faculty members work collaboratively with program faculty from the College of Agricultural Sciences, the College of Applied Sciences and Arts, the College of Science, and the College of Liberal Arts to develop and sustain community partnerships that will enhance the co-curricular experiences of future educators and social service personnel, as well as support the various missions of our community partners. While the faculty and community partners are engaged in many meaningful activities, there are some activities that cut across the disciplines and the impact of these activities is measured informally and formally within the Teacher Education Program (TEP). One such activity is based on the field practicums all teacher candidates experience during their junior and senior years. Teacher candidates and school service personnel are placed in public school classrooms and settings for various lengths of time during the three semesters prior to their student teaching or the internship experience. For the final student teaching or internship experience, teacher candidates and school service personnel work collaboratively with the assigned mentor or cooperating teacher to develop their knowledge, skills, and dispositions in their field of study. Since our students are in these settings every day for sixteen weeks, they are able to support the learning goals of our local educators for their students by reducing the ratio of adults per children, by assisting with the development of resources, by assisting with the delivery of instruction, by assessing student learning, and by sharing current research-based practices for the classroom.

An example of feedback in these activities occurs during the monthly meetings of the Professional Development School (PDS) Advisory Council. University faculty members, local public school principals, curriculum coordinators, classroom teachers, and clinical supervisors serve as members of this council. During these meetings, members discuss the status of current partnership activities, potential grant opportunities, state initiatives that could impact our partnership activities, and plan future partnership activities. If an activity is no longer serving the needs of the group, it is re-evaluated. For example, a university faculty member has led a local workshop on mentoring for the classroom teachers in previous years; however, the council is currently revising the content and delivery method for this workshop. Both university faculty and public school partners are planning the topics.

PDS Advisory Council is reviewing their capacity to continue the Teaching Fellows program, recognized by Association of Teacher Educators (2005) as "Distinguished Program in Teacher Education" because it "exemplifies collaboration between local education agencies and institutions of higher education in program development and administration" (www.ate1.org). This program places a certified teacher working on the master's degree, with local public school certified teachers. In a qualitative research study, two faculty members examined the impact of the action research requirement and found that while there were many

barriers to completing the action research projects, four of the fifteen teaching fellows in the study were still engaged in using action research to reflect upon their classroom practices three years after they completed the program.

4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Community:

Each year, the Corporation for Public Broadcasting (CPB) requires WSIU radio and TV, like all public broadcasting stations nationally, to file a Community Impact Report. This annual survey of community activities and their impact results in a careful monitoring of the stations' programming in the public interest, much of it changed in response to the surveys of activities and the public comment on them during the four concerted on-air fund-raising campaigns. Accordingly, to excerpt from the Report from 2013, WSIU:

• Encouraged civic participation and raised awareness about the political process through Election 2012 debates, candidate forums, special election features, election night coverage, and post-election analysis by WSIU Radio news and local TV programs: Illinois Lawmakers, WSIU InFocus, Morning Conversation, and River Region Evening Edition.

• Addressed the educational needs of nearly 15,000 teachers, students, children, families, health care professionals, and the public through PBS KIDS Ready to Learn activities, including the launch of WSIU Mobile Learning Labs and a new regional children's health conference; Illinois PBS LearningMedia webinars and presentations; Martha Speaks Reading Buddies and Raising Readers Theater performances; Read for the Record & Read Across America events, and local Kids Fairs.

• Initiated dialogue about and understanding of key social issues by hosting monthly Community Cinema and related film screenings and discussions in collaboration with regional partners.

• Provided equal access to a diversity of new musical styles and musicians, plus the latest in computer and technology news, through the new local soul/R&B series Magic Soul, WSIU Radio's nationally distributed Celtic music series Celtic Connections, local jazz series Rhythm in Bloom, experimental music program Sounds Like Radio, and new local computer and technology news series Computer Ed.

• Inspired an appreciation of the arts, culture, history, and more through a second season of Expressions, new WSIU InFocus features, and the new FM series SIU Reviews featuring film critiques, and by sponsoring the Big Muddy and New Harmony Film Festivals, the Southern Illinois Music Festival, and the Southern Illinois Symphony Series.

• Connected 1,000 area listeners, who are blind or print-impaired, to their communities and empowered them to live more independently through the Southern Illinois Radio Information Service (SIRIS).

• Empowered over 100 students from around the world to develop their full career potential by providing thousands of hours of hands-on training in all aspects of the broadcast industry.

4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on the Institution:

Part of SIU Carbondale's civic commitment in being named a lead institution in the Civic Learning and Democratic Engagement Initiative sponsored by National Association of Student Personnel Administrators - Student Affairs Administrators in Higher Education (NASPA). SIU is one of 50 colleges and universities selected out of 1,400 NASPA member institutions. During the spring 2013 semester, 38 faculty, staff, administrators, community members, undergraduate and graduate students helped conduct the self-study, whose executive summary follows.

1. Areas of excellence:

There are vibrant areas of civic learning and democratic engagement across all units on campus and within the community. These programs build on SIU's legacy as a pioneer in field of experiential education and community engagement. Several departments and colleges such as the Medical School, Law School, Architecture, Social Work, and Dental Hygiene have rich and long traditions of integrating service and learning. Others such as Journalism, Workforce Education, Health Education & Recreation, and Geography and Environmental Studies have multiple service-learning, field practica, and service opportunities as part of their curricula.

2. Community engagement often happens in isolation:

While there is outstanding civic work across campus, much happens in isolation as individual courses, programs, research projects or events. There are limited connections between departments as well as between curricular, co-curricular, research, and economic development work. Part of this isolation is conceptual. A more robust conceptual frame that captures on the civic mission of SIU would help integrate this work.

3. Institutional structures and support:

Service is central to the mission of SIU. There are high levels of support for community engagement among select administrators, faculty, staff, and students. However, this support is not as widespread across the entire university as committee members would like. Most importantly, there are few institutional structures and incentives for public engagement. Community engagement is not officially recognized and weighted in the tenure, promotion, and merit policies. Pre-tenure faculty question whether the significant time and effort required to do community engaged teaching and research is worth it given the current T&P requirements. There is limited funding support to help expand service-learning courses or community engaged research (e.g. grants, graduate assistantships, dedicated personnel for assessment, funds to facilitate community-university partnerships, community work-study, community faculty, etc.).

4.f. Does the institution use the data from the assessment mechanisms?

Yes

Describe how the institution uses the data from the assessment mechanisms:

In the examples from questions 4b-f (above), SIU Carbondale has clearly collected adequate data to strengthen its CE. The university does so with an eye not merely for reporting purposes, but to "close the assessment loop" in keeping with best institutional practices. SIU's many stakeholders are much the better for it.

For AlcoholEdu, the university is following the guiding principles of successful prevention efforts, as recommended by EverFi. The result has been a closer partnership with the City of Carbondale to build on the changes in attitudes and behavior among first-year college students to combat "the college effect": alcohol use that increases substantially after they arrive on campus.

As for teacher education, 59 students identified field experiences as the strongest part of SIU's program, while another 40 identified the faculty. When asked what changes they recommend to improve teacher preparation, students indicated more and/or earlier practicum experiences in the public school setting. These data have moved the TEP to collaborate more closely with its community partners in the public schools in support of undergraduates from five different colleges on campus.

In FY2013, WSIU radio and TV received annual contributions from 3,121 members of its audience and businesses/corporate supporters, totaling \$5,132,033. As remarkable as these figures are, they actually led to the action steps that the university is taking build on the stations' 93 partnerships " non-profit organizations, government agencies, and socially conscious businesses. An expanded income stream will come through better management of the stations' local fund-raising, their transmitter assets, location, and student internships. The result will be a much better supported engagement with the area's extensive listening community.

The university's response to the self-study of civic learning and democratic engagement in spring 2013 resulted in the following recommendations to reinforce the institution's working relationships with its community partners,

• SIU should require all students to take at least one service-learning course as part of the University Core Curriculum.

• These areas of excellence need to be publicized and highlighted as model programs.

• Efforts should be made to leverage enthusiasm in student life to enhance engagement across the university.

• There needs to be more collaboration between the several units on campus that focus on community engagement or engaged pedagogy. Directors of each unit should meet each semester to facilitate connections.

• There should be a central clearinghouse that has a sense of all engagement activities on campus and is able to facilitate partnerships across units and with the community.

• There should be a clear and concise institutional definition of community engagement.

• There needs to be centralized systematic documentation, data, and analyses of SIU's overall community involvement and partnerships, now posted on the CSLV webpage.

• Community engagement should explicitly be included in tenure, promotion and merit policies.

• Greater incentives should be offered in terms of awards and grants for community engaged scholarship and teaching.

• Community partners strongly suggested changing the name of the Center for Service-Learning and Volunteerism to the Center for Community Engagement.

14. I. Foundational Indicators

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

Yes

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

In April 2013, after two-year collaborative process, involving SIU faculty, staff, students, alumni, and community partners, SIU's Strategic Plan was presented to the Board of Trustees. CE goals are elucidated throughout the Plan, starting with this mission statement: "SIU embraces unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives."

Using "community relations" as synonymous with "community engagement," the Plan states: "SIU plays a prominent role in the vitality and stewardship of the economy and culture of our region. Maintaining the positive symbiosis that exists is essential for the community, region and the University. Maintaining the positive relationship also requires an investment of time, energy and resources from each."

The Community Relations section contains two goals and multiple objectives, spanning the university's teaching and research mission:

GOAL: Enhance our value to and our collaboration with the broader community in our mutual goals of research translation, workforce education, and economic development.

OBJECTIVES:

• Develop connections with the broader community to enhance service learning, public service, and cultural and artistic mindfulness.

• Continue to foster and develop opportunities to bring elementary, middle school, and early high school-age students to campus for cultural events.

• Investigate opportunities within the southern Illinois region for undergraduate and graduate students to volunteer in their chosen area of study.

• Include in marketing and branding materials examples of the education students receive while volunteering.

GOAL: Sustain and grow SIU's outreach and service mission.

OBJECTIVES:

• Optimize the impact of our research activities on the region and state and become a leader in basic, applied, translational research in key focus areas where the University already has noticeable strengths and that build on our commitment to outreach to our broader community.

• Increase cooperation and coordination between the Office of Sponsored Projects Administration, Technology Transfer Office, and the Office of Economic and Regional Development.

• Engage faculty across campus to seek interdisciplinary solutions to local community problems.

Community engagement also plays a prominent role in the section on Student Success:

GOAL: Provide every student with the opportunity to engage in research, creative activity, and service learning.

OBJECTIVES:

• Expand service-learning opportunities to include apprentice models, internships, externships, and volunteer projects.

• Make lists of service opportunities in every college available online, complete with contact information and application instructions.

• When appropriate, and in collaboration with the Center for Service Learning and Volunteerism, allow service-learning projects to count as part of a program's degree requirements for credit.

• Encourage each college to develop a Student Leaders program that provides students in excellent academic standing with the opportunity to engage in internships, externships, research, or scholarly activities that provide a professional experience and a network of student and faculty colleagues.

15. I. Foundational Indicators

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

Yes

Describe professional development support for faculty and/or staff engaged with community:

The Center for Service Learning and Volunteerism offers a number of professional development opportunities to encourage and develop faculty, staff, and student civic engagement.

During AY2013, it organized six workshops, one brown bag discussion, and one public lecture on service-learning and community engagement. The workshops covered a variety of topics, including: introduction to service-learning; risk management; developing community partnerships; integrating research into service-learning courses. Workshop topics are determined, in part, from previous participant feedback. Brown Bag meeting focus on faculty and staff presentation of their courses and programs; highlighting lessons learned and offering advice. As a co-sponsor of the public lecture and workshop, CSLV invited Professor Harry Boyte of Augsburg College and University of Minnesota. His lecture was titled: Answering the Call: Higher Education and the Challenge of Democracy and the workshop was titled: "Going Public: Organizing for Culture Change in Our Work."

The CSLV also coordinates a "Faculty Fellows for Service-Learning" program. This program is semester-length fellowship designed as a venue for faculty to incorporate service-learning into their courses. This is a competitive program, with fellows selected receiving a \$500 research mini-grant and opportunities to work with CSLV Co-Director over the course of the semester to develop their courses. Once they have completed the program, fellows are expected to serve as advocates and resources for service-learning in their home department, and to provide consultation on service-learning to colleagues across the university.

Finally, the CSLV provides individual consultation to faculty, graduate students, and staff interested in service-learning, volunteerism, and community engagement.

16. I. Foundational Indicators

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

Yes

Describe how the community's voice is integrated into institutional or departmental planning for community engagement:

The Center for Service Learning and Volunteerism Advisory Council is composed of representatives of community partners as well as faculty, staff, graduate and undergraduate students. The Advisory Council meets once each semester to offer advice about policies and priorities for the Center's work. For instance, it provides individual consultation to faculty, graduate students and staff interested in service-learning, volunteerism, and community engagement.

The role of community representatives in guiding civic engagement is also advanced in each college. For example, the College of Engineering maintains close working relations with corporate philanthropic officers; College of Education and Human Services works with superintendents of local school districts and directors of private social services; and, the College of Agricultural Sciences draws advice from staff and board members of the Carbondale Food Cooperative. The Paul Simon Public Policy Institute's charter requires it to host civic leaders who are active in Illinois public policy; examples include: Pat Brady (former chairman of the state Republican Party) and Lucy Sloan (Foundation officer for John A. Logan Community College).

The Center is in continuous communication with community partners, and organizes opportunities for them to fulfill their organization's needs. [1] Each semester's list of volunteer opportunities is developed based on community partners' needs, either one time or on-going. [2] The CSLV helps to match faculty members and community organizations' needs. [3] The CSLV organizes the annual community-faculty breakfast to help partners meet directly with their campus counterparts to plan service projects to meet critical community needs. A number of projects have evolved and are being sustained thanks to this approach. [4] The Volunteer Fair held each semester is organized by the CSLV to help non-profit organizations communicate their needs to students and student organizations, as well as to help recruit volunteers to meet short- and long-term needs.

17. I. Foundational Indicators

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

No

Describe these specific search/recruitment policies or practices:

Although the university does not yet have institution-wide search and recruitment policies or practices for faculty hiring designated to advance civic engagement, individual units have and pursue implementation of these policies (e.g., Schools of Law and Medicine). Variations in institutional policy are features of units' missions, and data are evident in the appropriate spreadsheet posted on the CSLV webpage.

For example, the SIU School of Law's mission statement provides generous attention to its identity as "œan institution in the public interest to serve the public good." Consequently, the School defines its civic engagement in the following way: "We believe public service is one of the highest callings of the bar. SIU School of Law is committed to keeping tuition and expenses low so our graduates can afford to pursue public service careers if they so choose. We demonstrate our commitment to public service through our clinics, which serve critical needs within underserved segments of the community; the individual pro bono initiatives of our faculty, students and staff; and the service our staff and faculty give to bench, bar, and educational committees at the local, regional, and national levels."

The School of Law also adheres to the American Bar Association's guidelines on hiring, tenure, and promotion (Standard 404. Responsibilities of Full-Time Faculty):

(a) A law school shall establish policies with respect to a full-time faculty member's responsibilities in teaching, scholarship, service to the law school community, and professional activities outside the law school. The policies need not seek uniformity among faculty members, but should address: (5) Obligations to the public, including participation in pro bono activities.

(b) A law school shall evaluate periodically the extent to which each faculty member discharges her or his responsibilities under policies adopted pursuant to Standard 404(a).

Similarly, the SIU School of Medicine seeks to remain true to its mission "œto assist the people of central and southern Illinois in meeting their health care needs through education, patient care, research, and service to the community." This long-standing commitment focuses the medical school on its region and provides the basis for community engagement.

The medical school's promotion and tenure guidelines reflect the importance of community service to faculty advancement. The guidelines state, "œfaculty at an academic medical center should have the pursuit of scholarly activities as their highest priority," noting that such scholarship "œshould be evident while he/she teaches, engages in research, or provides service." The

medical school's guidelines explicitly include the "scholarship of application" among the types of scholarship that are to be considered in promotion and tenure. In describing this type of scholarship, service to local communities, health care organizations, and other community agencies is considered; examples include professional service to community hospitals, presentations to lay groups, volunteer work for free clinics, and organized community programs on health care issues.

18. I. Foundational Indicators

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

No

If needed, use this space to describe the context for policies rewarding community engaged scholarly work:

As is evident in the descriptions of the service policies for hiring, tenure, and promotion for the SIU Schools of Law and Medicine, college units have their own expectations that are appropriate to their academic programs, scholarly disciplines, and accreditation standards. Each unit tailors its own guidelines within the more general employment policies of the university that encourage but do not mandate civic engagement. As a consequence, we cannot answer the following questions for the university as whole, only for individual units, at least until the review of policy and procedure described in question 12 below is completed in Spring 2015.

19. I. Foundational Indicators

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

No

Please cite text from the faculty handbook (or similar policy document):

Not institution-wide.

As noted above in answer to question 4c, at least one program, Teacher Education, which coordinates 18 different TEP degrees across in five different colleges, specifically rewards faculty for the role of community engagement in their teaching. CE is foundational to these programs' distinctive pedagogy and is an expected but unstated feature of each and every faculty member's tenure and promotion. Assistant Professor Christina McIntyre in Elementary Education in the College of Education and Human Services, for instance, is being promoted this year to Associate Professor, in part, for her innovative teaching by letting her students decide which children's books would be appropriate to donate to school libraries in New Orleans after the hurricanes. After raising the money and buying the books, Professor McIntyre students actually drove to New Orleans to deliver them during Spring Break. They came back with a new understanding of community engagement in their training as elementary school teachers.

Please see the answer to question 12 (below) to learn more about the university's specific plans for a campus-wide and college-by-college conversation about the role of community engagement in various components of faculty tenure and promotion, including in teaching and learning.

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

No

Please cite text from the faculty handbook (or similar policy document):

Not institution-wide.

Again, individual colleges define the disciplinary requirements for scholarship, much of which is accepted for faculty tenure and promotion. Dr. Roudy Hildreth's research on the role of civic education in promoting democratic action, for example, was an important component in his recent T&P dossier in the College of Liberal Arts. Dr. Hildreth's innovative book co-authored with colleagues from the University of Minnesota, entitled "Civic Youth Work (2012), shows "how adults who work with youth can promote a democratic environment where youth can discuss, engage, and act on issues that matter to them" and to the culture of

democracy. At once theoretical and practical, Professor Hildreth's work suggests specific steps that adults can take to make such a culture a reality. This engaged scholarship was warmly received by his colleagues in Political Science and in the College Liberal Arts at the end of his faculty probationary period.

Please see the answer to question 12 (below) to learn more about the university's specific plans for a campus-wide and college-by-college conversation about the role of community engagement in various components of faculty tenure and promotion, including in scholarship and creative activities.

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

No

Please cite text from the faculty handbook (or similar policy document):

Not institution-wide.

Another academic unit, the College of Mass Communications and Media Arts, also does not have an explicit CE option in the service requirement for tenure and promotion. Yet Professor Mark Dolan in the School of Journalism, in collaboration with Bill Recktenwald, was just rewarded for his CE in the Harrisburg tornado project. It was Professor Dolan's students who took the photos of the damage and recovery that he edited for the publication whose sale raised \$15,000 for the town's residents. Clearly, this professional service made a huge difference in a southern Illinois community. As the chancellor stated in the introduction to the book, "Words cannot adequately describe the terror and tragedy that struck our friends and neighbors in Harrisburg and Ridgway at 4:56 a.m. on February 29, 2012. The compelling images that follow, however, speak volumes about the magnitude of this disaster" -- and the role that Professor Dolan and his students played in its recovery.

Please see the answer to question 12 (below) to learn more about the university's specific plans for a campus-wide and college-by-college conversation about the role of community engagement in various components of faculty tenure and promotion, including in service directly related to scholarly activity.

20. I. Foundational Indicators

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

Yes

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

SIU School of Law
SIU School of Medicine
College of Engineering: Department of Civil and Environmental Engineering; Department of Electrical and Computer Engineering; Department of Mechanical Engineering and Energy Resources; Department of Mining and Mineral Resources; Department of Technology.

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

30%

Please cite three examples of colleges/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods:

SIU School of Law: ABA Standard 404. Responsibilities of Full-Time Faculty

(a) A law school shall establish policies with respect to a full-time faculty member's responsibilities in teaching, scholarship, service to the law school community, and professional activities outside the law school. The policies need not seek uniformity among faculty members, but should address:

(5) Obligations to the public, including participation in pro bono activities.

SIU School of Medicine: Guidelines on Faculty Appointments, Promotion, and Tenure (Revised 2010)

II. Appointment Status

A. Faculty Status

Faculty status is accorded to those members of the University who are charged with the duty of disseminating and advancing knowledge. As a consequence, appointment to and promotion through the academic ranks of the University require demonstrated competence and potential for continued growth in at least two of the following areas: teaching, service, or research.

III. Activities for Evaluation for Tenure and Promotion

C. Service

c. Local Groups and Organizations

- 1) Presentations to lay groups
- 2) Discussions/write ups in local newspapers
- 3) Discussions/advice on local radio station
- 4) Local TV appearances and presentations
- 5) Volunteer work for free clinics [including SIU's Rural Health Initiative]
- 6) Organizing community programs on health care issues

College of Engineering*: Operating Paper (Revised 1999):

F. Merit Criteria and Process of Awarding Merit Raises

1. Merit Increase Guidelines Criteria

b. Evaluation Criteria

iii. Service Activities

*NB: The faculty in the College of Engineering have long considered their community service as a professional activity that constitutes "scholarly work." They make clear distinctions between a faculty member's spare-time participation in a service organization (e.g., Kiwanis or Rotary Clubs) and a faculty member's use of his or her expertise in the community (e.g., design repair of the Mississippi levees and relocation in the town of Olive Branch, Illinois).

21. I. Foundational Indicators

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

Yes

If yes, describe the current work in progress:

SIU is well-advanced in discussions regarding the integration of CE into university procedures for hiring and advancement of faculty and staff. The purpose of these conversations at the university and college levels is to seek input from stakeholders on mechanisms by which CE is recognized, valued, and infused into existing campus processes. This process will be completed by June 1, 2014.

Plan for moving forward: Chancellor Rita Cheng will appoint a task force charged to revise the appointment and advancement provisions of the "Employees Handbook" that pertain to non-faculty. This group will have representation from academic chairs and directors, academic professionals (AP), civil service (CS) employees, and graduate administrative, research, and teaching assistants. As noted above, representatives from the relevant collective bargaining units will also be invited to participate. The task force will make recommendations to the chancellor on modifications to appointment and advancement provisions of the "Handbook" that support community engagement, as defined by Carnegie Foundation. This task force will complete its work by December 15, 2014. Once the chancellor has reviewed the recommendations, she will forward them to the appropriate constituency groups " AP Council, CS Council, and Graduate and Professional Student Council " for their input by March 1, 2015. Modifications related to terms and conditions of employment will be bargained in accordance with usual procedures.

Implementation is expected in FY16.

Similarly, for review of provisions of the "Employees Handbook" that pertain to the faculty, Provost John Nicklow will convene one or more task forces comprised of faculty administrators, tenured and tenure-track faculty, and non-tenure track instructors. Representatives from the relevant collective bargaining units will also be invited to participate. Like the chancellor's task force, these groups will review the relevant provisions of the "Handbook" as they pertain to their respective faculty interests. Their separate recommendations will be due to the provost by December 15, 2014. Once Provost Nicklow reviews the reports, he will make his own recommendations for review by the Deans Council, Faculty Senate, and Graduate Council. Their responses are expected by March 1, 2015, when the provost will forward his recommendations to the chancellor. Recommended modifications that relate to terms and conditions of employment will be bargained in accordance with usual procedures, with implementation targeted by July 1, 2015.

Concurrently, and in keeping with these campus-wide discussions, faculty in all colleges reviewed the hiring, tenure, and promotion procedures in their department and college Operating Papers to clarify the manner in which CE is integrated in promotion and tenure. In Winter 2013, T&P Committees in each college outlined how they see this activity as taking place. Accordingly, they defined procedures by which the regular faculty will review their department and college Operating Papers. Such review will also occur in the context of provisions of the collective bargaining agreement with the Faculty Association. Recommended amendments to Operating Papers will be approved under the prevailing amendment procedures and will be subsequently reviewed by the deans, the provost, and the chancellor, who must approve their implementation in FY15.

23. I. Foundational Indicators

1. Is community engagement noted on student transcripts?

Yes

Describe how community engagement is noted on student transcripts:

Students who complete 30 or more hours of co-curricular community service and document their service with the Center for Service Learning and Volunteerism receive a notation on their transcript. The notation, for each semester a student meets the 30-hour requirement, indicates that it is not for credit or grades, but for "Voluntary Community Service." In FY13, 354 SIU students, who committed more than 10,620 hours to community service, qualified for this academic distinction. SIU is the only four-year public university in the state of Illinois to engage in this practice.

24. I. Foundational Indicators

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

Yes

Please provide examples:

The Center for Service Learning and Volunteerism monitors community service programs that are open to all students on campus. The CSLV is committed to civic engagement that brings together students of differing backgrounds and cultures. By their collective service work, these students are afforded the opportunity to learn from each other, as well as from the communities they serve. Projects with a particularly rich mix of student interest include the Relay for Life, the clean-up of Crab Orchard Lake, the American Heart Walk, the Women's Center, and the Boys and Girls Club of Carbondale. There are more than 70 of these service events each semester.

A number of registered student organizations with a diverse membership are involved in direct service and fund-raising. Examples: About 15 members of the Alpha Phi Alpha fraternity participate actively in helping to organize Carbondale's NAACP's Dr. Martin Luther King, Jr. Community Breakfast and days of service. More than 250 people attend this event each year. With the help of other African-American Greek-lettered organizations, this same RSO conducts voter registration drives and assists with the campus-wide Black Male Initiative to host a charity basketball game and a "Sneakers Ball" to raise money and shoes for needy

children in developing countries such as Ghana and Kenya. About 50 students are involved in these two events.

Service to under-represented groups off-campus is another diversity factor in the university's community service. There are multiple cases in our records of students involved with non-profit organizations that attend to the needs of migrant families working the peach and apple orchards south of Carbondale, impoverished children in Bangladesh, area youth with physical disabilities, and the sight-impaired are all the object of student's civic action. For example, the Southern Illinois Radio Information Services (SIRIS), an outreach initiative of WSIU radio, mobilizes student volunteers to read and record news items broadcast to more than 1,200 people in the region. Students also assist SIRIS collect serviceable vinyl records and record players each Spring to distribute to this same community in need.

25. I. Foundational Indicators

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

Yes

Please provide examples:

A recent shift in the university's recruitment efforts targets merit-based scholarship students with an interest in public service. All Presidential and Chancellor's Scholars, about 50 students in toto, are required to undertake at least ten hours each semester of service work both on and off campus. Similarly, the approximately 750 student participants in the University Honors Program engage in community service each year as part of the program's tri-partite focus on learning, leading, and serving.

For example, one of the UHP's students, Ellen Esling, spent Fall 2013 semester as an intern with the National Geographic Society. She began in Washington, D.C., but is spending time in Zimbabwe, working with residents in Mutoko, Mashonaland East (a village northeast of the capital of Harare) to improve quantity and quality of water in their reservoir.

Almost all degree programs help students understand grass-root issues in relation to their academic discipline, connect to faculty, staff and the community, and encourage persistence and retention. The scholarly literature on student engagement, both on and off campus, underscores its retention value. In FY13, 2,575 students, members of 470 Registered Student Organizations (RSOs), worked 15,230 hours in the community. These students did so in keeping with their academic major.

For instance, students in early childhood and elementary education work with Head Start and the Lewis School in Carbondale. In this way, we connect RSOs that have a specific focus with other community agencies. Accordingly, we have increased the range and number of RSOs engaged in community service, with measureable results. Students in RSOs persist in their participation and studies, and our research indicates that they graduate in higher numbers than those students who do not engage in community engagement.

SIU has been a charter AmeriCorps campus since 1995 with partner sites in three school districts and two community organizations that focus on youth development. We ensure that partner sites place members with school staff who can enhance the members' learning in their major while being an effective tutor. Examples: Communication Disorders & Sciences majors work with the school speech pathologist; and Math Education majors assist the science and math teachers. As a result, in part at least, our AmeriCorps six-year graduation rate is 90 percent, nearly twice what it is for the university's undergraduates as a whole.

26. II. Categories of Community Engagement

1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses?

Yes

Discuss how your institution defines service learning, the standard components for designation, and the process for identifying service learning courses:

The Center for Service Learning and Volunteerism's workshops and website are the primary sources of information about service

learning at SIU. Each is organized to guide faculty through a standard process of proposing a service learning course. Service learning is defined there to be "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote the students' learning development. Reflection and reciprocity are key concepts in service learning" (Jacoby and Associates, 1996). The standard application form requires that faculty state: how service learning is integrated with course content, reflected upon in a structured manner, and engages in activities that meet human or community needs. Faculty members must also address how they plan to work in reciprocal manner with community partners.

The website also cites the following Wingspread principles for creating sound educational programs that succeed in being institutionalized within the academy. The principles cited include practices that are emphasized in CSLV policies, workshops, and services to students, faculty, and community organizations:

- Engages people in responsible and challenging actions for the common good.
- Provides structured opportunities for people to reflect critically on their service experience.
- Articulates clear service and learning goals for everyone involved.
- Allows for those with needs to define those needs.
- Clarifies the responsibilities of each person and organization involved.
- Matches service providers and service needs through a process that recognizes changing circumstances.
- Expects genuine, active, and sustained organizational commitment.
- Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- Insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
- Is committed to program participation by and with diverse populations.

1.b. If you have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year?

126

What percentage of total courses offered at the institution?:

3.3%

1.c. How many departments are represented by those courses?

33

What percentage of total departments at the institution?

38.4%

1.d. How many faculty taught service learning courses in the most recent academic year?

126

What percentage of faculty at the institution?

10.6%

1.e. How many students participated in service learning courses in the most recent academic year?

3040

What percentage of students at the institution?

16.0%

1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end:

Each semester, the Center for Service Learning and Volunteerism (CSLV) surveys the instructional faculty, university-wide, to update its inventory of service learning courses, as defined above (n.b., see sample list of courses below). This updated list of courses is then forwarded to the Office of Institutional Research and Studies to collect data from Banner, the university's student

information system. These data include the number of faculty and students involved in service learning on the Carbondale campus. The results are then shared with the CSLV to identify faculty and students who have an interest in and commitment to community engagement. This select group is then specifically invited to offer or to participate in workshops and brown bag luncheons to which their community partners are invited to attend in support of the ongoing dialog between the university and its neighbors.

The following list offers a representative sample of the 126 SL courses taught in FY13. They range across traditional and pre-professional disciplines, from general education to senior-level courses in the major, including local, national, and international venues for community engagement. Their appeal is as much to the first-generation college student as it is to graduate students completing their masters and doctoral degrees.

- 1 ANTH465: Internship
- 2 FL298: Multicultural Applied Experience Option
- 3 GEOG454: Conservation and Environmental Movements
- 4 HIST496: Internship in History
- 5 PLSS428: Advanced Landscape Design I
- 6 POLS405: Democratic Theory
- 7 REC440: Therapeutic Recreation for Specific Population
- 8 SOCW 478A-J: International Social Work: Generalist Policy and Practice
- 9 SPCM390: Applied Communications
- 10 UHON351: Education for Democratic Citizenship

Similar opportunities exist in the SIU School of Medicine (SoM) on the Springfield campus where no courses per se exist in the curriculum. Rather, SIU's medical students are required to participate in some form of service learning during their pre-clinical training. There is a two-credit hour service-learning requirement in the second year, which requires a reflection paper on community work. Nearly 80 percent of students serve at the Enos School and/or the twice yearly homeless clinic. Third- and fourth-year students may do so in elective clinicals in community health services and resources, patient education, nutrition, and physical activity, in 14 central and southern Illinois hospitals and clinics. In FY14, 166 students participated in one of six training modules. In doing so they performed 6,336 hours of professional service in FY14. Recognition by the dean of the School that the service-learning requirement has been fulfilled requires that students submit documentation of participation and the reflection paper.

27. II. Categories of Community Engagement

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

Yes

Please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

SIU Carbondale uses the Association of American Colleges and Universities (AAC&U) Liberal Education and America's Promise [LEAP] Value rubric to assess service-learning outcomes for curricular engagement in the community. This is a requirement for service learning as well as the University Core Curriculum primarily because the revised LEAP outcome for Personal and Social Responsibility has only one component directly related to civic knowledge and engagement. The specific outcomes on the rubric for Civic Engagement, however, are Diversity of Communities and Cultures, Analysis of Knowledge, Civic Identity and Commitment, Civic Communication, Civic Action and Reflection, and Civic Contexts/Structures.

The rubric used to measure these outcomes lists more detailed indicators of these objectives for each and every course that has a community service component. Instructors are asked to use this rubric, whether or not they add other elements in their own assessment of student's civic learning, in order for the Office of Assessment and Program to compile meaningful community engagement data across the curriculum.

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

Yes

Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

All University Core Curriculum courses must meet the LEAP standard of individual and social responsibility. Many courses meet this standard through the more specific Civic Engagement rubric. Every three years, all departments teaching Core courses must submit an assessment report to the program's Director. The Core allows each department flexibility in how it assesses Core courses, but checks on the rigor and results of these assessments through a peer-review system overseen for the Core Curriculum Executive Council, which is chaired by the Director.

Similarly, supported by the CSLV asks all faculty teaching service-learning courses to administer pre- and post-assessments that measure these outcomes. Their results are used for discussions with individual faculty to strengthen the civic capacity of their service learning (SL) course as described below.

2.c. If yes, describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used?

Service-learning assessment data are used to measure the aggregate effect of service learning on student learning. Individual courses are analyzed by the CSLV and respective instructors. These data are used to improve 126 individual courses in the service-learning inventory.

We also use our assessment to look at the relationship between service-learning courses and retention. The Core Curriculum Executive Council oversees the assessment of student learning in all Core courses and makes recommendations to the Director as to whether or not the courses should continue in the general education program. It also provides individual instructors feedback on how to improve their SL courses. The Office of Assessment and Program Review guides and supervises all of these efforts.

Ultimately, the faculty in degree programs, like Dental Hygiene, collect community engagement data to develop their courses for students and to publish the results of their applied research for colleagues. Exemplary in their efforts, Professors Ronda DeMattei, Charla Lautar, Sherri Lukes, and Faith Miller, all in Dental Hygiene, have become national, in some cases international, authorities in service learning pedagogy, bringing their insights into the community engagement of their students' clinical experiences to a much larger audience than their colleagues on campus. This is the best use of assessment there is, to help other academic programs develop their outreach and working relationships off-campus everywhere, not just in southern Illinois.

28. II. Categories of Community Engagement

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

Yes

Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Given that the assessment of community engagement (CE) is integral in college, department, and program assessment, drawing conclusions from the learning outcomes assessed is an integral part of review and development efforts across the campus. Two community-service active programs – the SIU School of Medicine and the School of Architecture – presented here and in the following responses to application questions – are examples of outcomes driven program development. represent just two of the 225 degree programs offered at SIU Carbondale.

The School of Architecture's vision is to be an architectural program of excellence built upon the cultural and environmental heritage of the southern Illinois region that provides a superior education and produces the highest quality architectural scholarship and research to serve our global communities. The School's learning outcomes emphasize service-learning and community involvement in its undergraduate and graduate programs. Three required undergraduate courses and two required graduate courses include community-based learning components, taking students into the reconstruction efforts in two southern Illinois towns, Cairo and Olive Branch, both recovering from socio-economic change and flood damage. The

assessment of learning outcomes in these five courses is a requirement of the program's accreditation by the National Architectural Accrediting Board.

Similarly, the SIU School of Medicine has developed learning objectives for the undergraduate medical education program that state the requirements for medical student graduation. These include objectives in community/public health/preventative medicine and professional/ethical behavior that serve as a framework for community engagement by physicians. In addition, the service-learning requirements and electives of the curriculum all have course objectives. Medical students are systematically assessed in regards to these objectives and must demonstrate mastery in them before progressing through the curriculum to graduation. These outcomes are measured and reported annually as mandated by the Liaison Committee for Medical Education sponsored by the American Medical Association and the Association of American Medical Colleges.

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

Yes

Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

The Office of Assessment and Program Review works closely with all SIU Carbondale programs to post their assessment plans and key findings on its webpage. The assessment of student learning is a transparent process that works best in close collaboration with the program faculty and its efforts to meet the assessment requirements of its accrediting bodies. In the case of the undergraduate and graduate programs in Architectural Studies, for example, the faculty have prepared plans for public review. These comprehensive efforts are subject to peer-review by the College of Applied Sciences and Arts College-Wide Assessment Team on an annual basis. Feedback is provided to the program faculty to sharpen the measures and to ensure that the results of the data collection are used for improving the curriculum.

The SIU School of Medicine's Office of Education and Curriculum (OEC) in the Department of Medical Education is responsible for the School's assessment of student learning outcomes for the AMA's Liaison Committee of Medical Education. The OEC works closely with the Office of Assessment and Program Review to ensure a coordination of university and SoM assessment activities. Like the School of Architecture, the SoM's graduation objectives are posted on its webpage and their measure are assessed on a systematic basis to monitor student progress and to evaluate the quality of the program and its faculty efforts. For more information about the assessment activities of the OEC, see its webpage.

3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

In preparation for its re-accreditation by the National Architectural Accrediting Board (NAAB), the School of Architecture developed a carefully structured curriculum, integrating the undergraduate BS and MS in Architectural Studies. Because the NAAB only accredits masters programs, the School decided to make the BS and MS learning outcomes the same and to measure them for each student-cohort year. The assessment plan for both degrees is therefore the same to reinforce the quality of both programs. The result is a regular reporting of assessment data to the SA faculty, especially as these data apply to the civic engagement of students in the five required courses. The mechanisms for this feedback is described in the assessment plans on the Office of Assessment and Program Review webpage, as mentioned above.

Data from the annual Association of American Medical Colleges Graduation Questionnaire provide more specific evidence of student engagement in community service. SIU SoM's medical students are exemplary in this regard. To determine the effectiveness of the new SL objectives adopted in 2010, graduates reporting their participation on SL projects increased from 24.6 percent in AY10 to 61.1 percent in AY13. SIU's Class of 2013 had higher levels of participation in comparison to 2013 graduates nationally in community service activities related to field experience in community health, home care, and nursing home care. SIU SoM's graduating students also reported higher rates of SL experiences related to health disparities and cultural awareness / competency. Finally, these student graduates noted higher rates of participation in community programs providing health education to community groups, and fully 75 percent of them participated in a free clinic for under-served populations, nearly 3 percent higher than the national average.

29. II. Categories of Community Engagement

4.a. Is community engagement integrated into the following curricular (for credit) activities? Please select all that apply:

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

For each category checked above, provide examples:

While the following CE-oriented co-curricular activities do not necessarily earn students academic credit for participation, SIU Carbondale does make available valuable resources and expertise for civic action not present in most undergraduate institutions, as reported in the 1998 Boyer Commission report - "Re-inventing Undergraduate Education" at research universities.

Student Research Activities: The Center for Undergraduate Research and Creative Activities enables 300+ students per year to advance projects that often engage the region, via funding for an Undergraduate Assistantship, a REACH project, a McNair Scholarship, or an ILSAMP opportunity. SIU faculty members mentor and supervise students through the complexities of original research or creative activity. Example: Call for App Competition states: "create and submit an innovative software application (app) for mobile devices that helps make the Southern Illinois region a better place."

Many graduate students advance CE through their research. Example: Doctoral students in SIU's Integrated Graduate Education and Traineeship (IGERT) NSF funded program are involved in interdisciplinary study of watersheds and river basins in the Mississippi delta and elsewhere (e.g., floodplain management; watershed ecology; watershed restoration; watershed governance). Initial IGERT cadre created management plan for the Cache River in southernmost Illinois (2010-2011), followed by Atchafalaya in Louisiana (2011-2012). Research results are of critical importance to regional planning and improvement of residents' lives in each river basin.

Leadership: SIU's Office of Student Involvement and Leadership Development (OSILD) provides students with opportunities to enhance their leadership capacity and strengthen campus and community engagement. Services include leadership library, annual leadership conference, training and workshops tailored to students' organizational needs. Example: OSILD's Social Justice Workshop Series offers six training sessions per semester, including two community service projects, aimed to ensure students are well prepared for work with others off campus. The Social Justice Workshop Series produce students who demonstrate: enriched levels of engagement within the SIU community; increased awareness of social justice within the community and daily activities; an understanding of their learning environment; and educated decisions about social justice issues and topics. Example, OSILD's "graduates" participated in 2013 Alternative Spring Break students in sites in Florida, Louisiana, and Tennessee.

Cooperatives: SIU's sustainability efforts began with then faculty member Buckminster Fuller, whom many regard as the father of the modern sustainability movement. Later, SIU was among the founding members, in 2007, of the Illinois Sustainable University Compact, and since then SIU attained nine sustainability goals declared in 2007. Example: Student-led Project Eco Dawgs helped the university establish a comprehensive and sufficiently funded institutional mechanism for furthering efforts toward sustainability by enacting a Green Fee and forming a Sustainability Council. In FY 2013, the student-supported Green Fee awarded approximately \$300,000 to fund sustainability projects on- and off-campus.

Center for International Education (CIE) coordinates a sustained relationship between international students in Carbondale and the local community, via such activities as coffee hours, host families, language exchanges and translation services, women's friendship groups, emergency response teams, loan closets, speakers' bureau, and international dialogues on faith, leading directly to comparable efforts for SIU students studying abroad.

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

- General Education
- Graduate Studies
- First Year Sequence

For each category checked above, provide examples:

CE is integrated in curriculum on institutional-wide level, as follows:

Graduate Studies: The Environmental Resources and Policy program, along with previously cited IGERT program, involves resources and staff of Agricultural Sciences, Engineering, Liberal Arts, and Science colleges in advancing doctoral level research. Minimally ten departments each year are active in teaching classes, mentoring students, and directing dissertations. Areas of concentration include climatology; earth and environmental processes; ecology; energy and mineral resources; environmental policy, communication, and administration; forestry, agricultural, and rural land resources; geographic information systems; and water resources. All research and out-reach programs provide advanced students wide opportunities to engage with a wide range of community partners.

Capstone: None institution-wide.

First-Year Sequence: In Fall 2012, SIU initiated a new course in the University Core Curriculum required of all first-year students, "Foundations of Inquiry" seminar. One of UCOL 101's five learning objectives is directly related to CE: Students will "practically apply what they learn to the greater global society in which they live." This objective is achieved through activities defined by the University College's Common Reader, Alternative Spring Break program, student participation in Sustainability Council off-campus projects. Assessment data (N= 2,300+) indicate students are developing a more active sense of community commitment.

General Education: University Core Curriculum requires all undergraduates to take a three-hour multicultural course in disciplines from African-American Art to Women's Studies. 36 on-campus courses are supplemented, by the Multicultural Applied Experience Option (MAEO) composed of one credit, service-learning courses that can be applied to diversity requirement.

Majors: None institution-wide.

Minors: Two of the most popular minors, open to students in any major on campus, have a community engagement component: Environmental Studies (for undergraduates) and Women, Gender, and Sexuality Studies (undergraduate and graduate students).

Environmental Studies is open to all majors and enables them to earn 15 credit hours from an interdisciplinary faculty in no fewer than 20 different departments. The goal is to broaden students' perspectives and to help them gain new skills for analysis in environmental ethics and media, ecology and wildlife, environmental education and policies, with opportunities for community engagement in sustainability. Most participants in the Sustainability Council's activities are taking minors in Environmental Studies, which number 75 in 2013.

The undergraduate minor and graduate certificate in Women, Gender, and Sexuality Studies (WGSS) are also university-wide academic programs, enrolling 30 and 52 students, respectively. Because it is interdisciplinary, inclusive of race, class, and sexuality scholarship, the 18-hour WGSS minor and certificate reflect academic work in the arts and humanities, the natural and social sciences, and race and cross-cultural issues, which particularly lend themselves to community engagement. The most frequent site for service learning in the practicum (WGSS 494) is the Carbondale Women's Center (CWC), which stems from a longstanding, award-winning collaboration between WGSS and the CWC. A major portion of the staffing at the CWC involves then faculty and students in WGSS, who volunteer for service on the CEC's Executive Board, the Crisis Intervention Team, and community outreach and fund-raising.

30. II. Categories of Community Engagement

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

Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

We begin with a unique campus- and region-wide initiative that combines all elements cited in this question, followed by listing exemplary individual faculty efforts.

Imagining Geographies (IG) is multi-year, university and region-wide CE effort that “explores space, place, culture, identity, and related themes.” Advanced from its base in SIU’s College of Mass Communication and Media Arts, IG’s yearly program includes presentations and discussions by tens of faculty members and graduate students who share knowledge and creativity both on-campus and throughout Southern Illinois, including: exhibits, lectures, panel discussions, workshops, film screenings, field trips, soundwalks “all of which bring together disciplinary inquiry, creative work, and community action in tight, mutually fruitful connections.

IG’s inaugural program in spring 2011 consisted of 21 on- and off-campus events involving seven guest lecturers and 16 SIU faculty and students whose research and creative activities relate to the Antarctic continent and climate change. In spring 2012, IG began its multi-year focus on Southern Illinois, entitled: “Linking Land, Lives, and Arts of Southern Illinois.” 48 events have taken place in FY12-13, involving over 3000 participants “including students fulfilling class assignments by attending IG events and hundreds of community members “participating in field trips into the ecologically sensitive Cache River wetlands, community forums on coal mining and hydrologic fracturing, newsletters of articles and art work by researchers, educators, artists, and photographers sharing insights into a wide array of timely issues for the region. For example, IG’s current program and edition of its publication - Sharing Knowledge “focus on environmental justice and community rights.

Aguayo, A.J. (2012). “78 Bullets” [eighteen-minute documentary film presents research about an event in which local security forces used violence to arrest three SIU student Black Panthers in 1970. Film includes interviews with community members who participated in the event]. Accessed online January 19, 2014.

Davey, J. (2010). Educating design intuition: A survey of problem solving methods used in architecture and interior design studios. *Online Journal for Workforce Education and Development*, 3(1), 3.

Dolan, M., S. Wittke, S. Schneider, and the SIU School of Journalism (2012). 4:56 A.M.: The Story of the February 29, 2012, Tornado. Accessed online January 19, 2014. BOOK TITLE NO ASTERISKS

Flessner, R., & G. Miller, eds. (2012). *Agency through Teacher Education: Reflection, Community, and Learning*. Rowman & Littlefield.

Having, K. M., & Lautar, C. J. (2008). Cultural competency and healthcare education. *Academic Exchange Quarterly*, 12(2), 227-232.

Hickman, Larry (2012). Educating for profit, educating global citizenship. *Human Affairs*, 22(1), 11-16.

Hildreth, R.W., M. Baizerman, and R.V. Roholt, eds. (2012). *Civic Youth Work: Co-creating Democratic Youth Spaces*. Chicago: Lyceum Books.

Jurkowski, E. T., & Lautar, C. J. (2007). Teaching community collaboration in academia. *Academic Exchange Quarterly*, 11(4), 124-128.

Rogers, J.L., Lautar, C.J., & Ryznyk, L. (2010). Allied health students’ perceptions of effective clinical instruction. *Health Care Manager*, 29(1), 63-67.

Solís, P., Adams, J., Duram, L.A., Hume, S., Kuslikis, A., Lawson, V., Miyares, I., Padgett, D., Ramírez, A. (2013). Diverse experiences in diversity on the Geography Department Scale. *Professional Geographer*, 65: DOI:10.1080/00330124.2012.735940

31. II. Categories of Community Engagement

1. Indicate which outreach programs are developed for community. Please select all that apply:

learning centers
tutoring
non-credit courses
evaluation support
training programs
professional development centers
other (please specify): Legal Clinics

For each category checked above, provide examples:

Learning Centers and Extension Programs: Office of Continuing Education and Outreach (OCEO) works with degree-granting departments to offer 205 non-credit conferences, workshops, and programs (FY 2013), serving 5,424 regional participants (e.g., attorneys, medical professionals, middle school and high school teachers, environmental scientists). [1] School of Medicine programs aim to enhance practitioner knowledge, provide updates, and expand professional skills (FY 2013 - 9,000 physicians and other health care professionals in 1,600+ events); [2] "Learning in Retirement" program offers senior citizens participation in specially designed, member solicited courses or listener permits through which community members audit courses offered by SIU faculty.

Tutoring: [1] Center for Service Learning and Volunteerism oversees SIU participation in Land of Lincoln AmeriCorps (funds eight undergraduate students who tutor 500+ elementary school children, 20 hours weekly); [2] students in Colleges of Applied Sciences and Arts, Engineering, and Liberal Arts, including Psychology 393, a service-learning course, tutor ~150 youngsters in Carbondale Boys and Girls Club.

Recruitment: School of Medicine operates Physicians Pipeline Preparatory Program to orient 35-40 high school students interested in becoming physicians via job shadowing, laboratory exercises, research projects, mentoring, workshops, community health fairs, and hospital tours.

Regional Research, Evaluation, & Development: [1] College of Education and Human Services' Department of Workforce Education and Development (WED) and School of Social Work manage grants to engage in job promotion, training, and evaluation in southern Illinois (FY13: \$16,000,000); [2] Illinois Nurse Assistant Competency Evaluation Program provides state-wide testing service to ensure candidates for nurse assistance jobs are properly prepared (\$1,160,000 grant); [3] Illinois Department of Children and Family Services funded development and implementation of Integrated Assessment Program used in state's welfare offices (FY 2013: \$4,846,356).

Development and Training Programs: SIU's Office of Economic and Regional Development hosts Small Business Development Center (SBDC), in partnership with Illinois Department Commerce and Economic Opportunity. SBDC provides no-fee counseling and group training programs for Illinoisans considering starting or maintaining small businesses in region (FY 2013: 600+ businesses registered; 88 training events attended by 1,875 participants).

Professional Development Centers: [1] Medical/Dental Education Preparatory Program (MEDPREP) assists under-represented minority and educationally / economically disadvantaged students attain access to medical/dentistry school (1,323 students since 1972; FY13 enrollment - 68 students). [2] SMART (Science, Mathematics, and Action Research for Teachers) project is collaborative program developed by faculty and staff Colleges of Science and Education and Human Services to provide elementary and middle school teachers with advanced training to improve delivery of STEM content in classrooms (\$300,000/year).

Other (specify): School of Law operates three free legal clinics, staffed by third-year law students: Juvenile Justice - 20 law students provide pro bono legal services for 25 minors, under attorney protection to serve as guardian ad litem; Civil Practice Clinic assists indigent elderly secure representation in southernmost 13 counties (services funded by grants from Egyptian Area Agency on Aging and the Lawyers Trust Fund of Illinois); Domestic Violence Clinic works with Carbondale's Women Center to obtain Orders of Protection (15 law students represent interests of about 75 women each year).

32. II. Categories of Community Engagement

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

- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

For each category checked above, provide examples:

Cultural offerings: Events in the performing, visual, and media arts by students and faculty in various academic units take place in SIU's McLeod Theater, Shryock Auditorium, SIU Arena, Student Center Ballrooms/Auditorium, and University Museum. Events and exhibits are frequently free of charge to the public. Examples in FY13: Department of Theater offered 21 plays, presented by 480 students and 48 faculty members (n.b., 15,523 ticket-holders attended, a third from off-campus, with return visits for much of that audience; productions cost \$244,465, with \$155,895 offset by ticket sales) in addition to the Big Muddy Film Festival (February); the Southern Illinois Symphony Orchestra series (September-April); Art Over Easy faculty- student exhibit and art sale (December), the Distinguished Speaker series (April); and 1,000+ school children visiting the University Museum.

Student Cultural Placements: Federal work-study program supports CE-oriented student-work positions, including student newspaper The Daily Egyptian, WSIU-TV, WSIU-Radio, University Museum, Morris Library, School of Law, and Student Center. All these activities provide services to university and general communities. SIU's federally mandated seven percent allocation for FY 13 aid year is \$152,249, but SIU typically expends \$217,500 - \$239,249 yearly (i.e., SIU pays student workers in community service about 10 percent of yearly federal work-study allocation).

Athletic Offerings: SIU offers NCAA Division I and IA sports competition to Southern Illinois via eight teams for men " baseball, basketball, cross country, football, golf, swimming, tennis, and track and field " and eight teams for women " basketball, cross country, golf, softball, swimming, tennis, track and field. Anyone in the community who is interested in following these sports may do so by buying tickets or using the various media that broadcast the games and matches: radio, TV, and the internet.

Library Services provide engaging, topical programs for university and community members. In addition to providing free public access to computers, reference materials, and state-of-the-art facility, Library Affairs offers public lectures on local and global issues, exhibits, provides tours to community organizations, including 350 school children in FY13. In addition, librarians visit community groups around the region, presenting on preservation issues and library science.

Technology: Automotive Tech department offers services to public for free or reduced cost. Examples: free car care clinics sponsored by local businesses who provide radio and print paper promotion; 10,000 hours of vehicle diagnostic and repair to general public and SIU community. Faculty members provided training to 60 local boy scouts for vehicle knowledge and maintenance merit badges.

Faculty and students in the Information Systems assisted seven community-based organizations with media needs (e.g., technical help and technical tutoring on security issues).

Faculty Consultation: SIU HealthCare is multi-specialty physician practice that provides direct patient care to the citizens of central and southern Illinois who otherwise cannot access such services due to finances or insurance. SIU HealthCare offers high quality services in seven clinical disciplines " family medicine, internal medicine, neurology, obstetrics/gynecology, pediatrics, psychiatry, and surgery " and various subspecialties. Multidisciplinary cancer care is also provided by faculty and staff of the Simmons Cancer Institute.

33. II. Categories of Community Engagement

3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships). Please follow these steps:

Download the Partnership Grid template (Excel file) and save it to your computer; Provide descriptions of each partnership in the template; and then, Upload the completed template here.

[SIU Partnership Template.xlsx](#)

34. II. Categories of Community Engagement

4.a. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships?

Yes

Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships:

With "service" as one of the three pillars of the mission of Southern Illinois University, SIU Carbondale and community partners consistently seek out and develop partnerships built upon the fundamental quality of mutuality of benefit and interest. Both parties to the processes of engagement recognize that bilateral/multilateral mutuality and reciprocity are essential to sustainable, productive relationships.

That strategic emphasis on mutuality is most frequently documented in the recitals of memoranda of understanding that are drafted and executed in support of most forms of community engagement. "Scope of Work" statements typically describe the nature of the service to be provided. The memoranda of understanding (MoU) also identify the project directors who will be responsible for managing the engagement. The Office of Sponsored Projects Administration (OSPA) provides boiler-plate MoUs to interested staff and faculty, as well as constructive anecdotal guidance in developing the agreements.

The Center for Service Learning and Volunteerism emphasizes mutuality in all its efforts. It holds yearly workshops on developing effective community partnerships where reciprocity is always a central theme. Its MoU outlines the responsibilities of both the university and learning site. The language stresses mutual responsibility for all parties.

Individual academic and administrative units understand that their success in research and instruction depends, in large measure, the reciprocity of their activities in the community. This reciprocity is the object of regular assessment efforts, mandated by the Illinois Board of Higher Education's program reviews at least once every eight years, which ensures that the programs serve the interests of the programs' community partners. In many cases, this standard is emphasized even more in degree-specific accreditation review for those academic programs that are held to standards sets by their professional peers, such as in Allied Health, Business, Engineering, Law, Medicine, Social Work, and Teacher Education.

4.b. 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

If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

In Spring 2013, the Vice Chancellor for Research (VCR), in cooperation with the Office of Economic and Regional Development (OERD), conducted a series of listening sessions in the southern 13 counties of the state. Ostensibly to ascertain the connectivity needs of area schools, agencies, businesses, and community organizations affected by the OERD's Connect SI initiative, the university developed substantial lists of needs, concerns, and opportunities to address. The VCR and OERD are now in the final process of analyzing the data for future outreach and partnerships.

In support of the university's application for APLU designation as an innovative and economic entrepreneurial institution, the Deputy to the Chancellor for Innovation and Economic Development ensures that an annual survey of community leaders in business and social action is conducted to provide data useful to addressing their needs to promote technology transfer with an eye to job creation.

Similarly, the SIU School of Medicine's Office of Community Health and Service (OCHS) takes the lead in the university's assessment activities in Springfield and central Illinois. In FY13, the OCHS and the medical school's Community Health Policy

Committee (CHPC) began as series of community forums to meet with community leaders in the Springfield area and discuss the community's health issues and how to work together to address them. The OCHS and CHPC also gathered community assessment reports produced by other community organizations, including the community hospitals, local health departments, and social service agencies to identify opportunities for community engagement and collaboration.

35. II. Categories of Community Engagement

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

Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

Subhash Sharma, chair of the Department of Economics, led a team to assess SIU Carbondale's economic impact on the region and the state. Entitled "The Economic Impact of Southern Illinois University Carbondale in the Region and the State of Illinois," the report provided badly needed information to regional and state leaders relative to the importance of the university to the socioeconomic fabric of the region.

Nicholas Pinter, Department of Geology, has done significant work evaluating Mississippi River flooding, and how the effects of such flooding that have ravaged southernmost Illinois may be mitigated in the future. He is currently working with the residents of the Alexander County floodplain on issues that will lead to their eventual relocation out of the floodplain. See his most recently published work on this effort:

Dierauer, J., N. Pinter, and J.W.F. Remo (2012). Evaluation of Levee Setbacks for Flood-Loss Reduction, Middle Mississippi River, USA. *Journal of Hydrology*, 450: 1-8.

Sherri Lukes, School of Allied Health, has her students engage with the community through off-campus dental hygiene clinics and service learning programming. Her work with the seasonal and migrant worker community in southern Illinois is well-known. Among her scholarly works deriving from this outreach is:

Lukes, S. M., & Simon, B. (2006). Dental services for migrant and seasonal farmworkers in US community/migrant health centers. *Journal of Rural Health*, 22(3), 269-272.

David Gilbert, Department of Psychology, has deepened our understanding of the psychology of substance use/abuse. His work in this field has been internationally ground-breaking. Derived from locally-held cessation clinics, Professor Gilbert's work includes the following:

Gilbert, D. G., Sugai, C., Zuo, Y., Rabinovich, N. E., McClernon, F. J., & Froeliger, B. (2007). Brain indices of nicotine's effects on attentional bias to smoking and emotional pictures and to task-relevant targets. *Nicotine & Tobacco Research*, 9, 351-363.

Clayton Nielson, a researcher affiliated with SIU's Forest Wildlife in the Cooperative Wildlife Research Laboratory, has explored wildlife in southern Illinois. His research has made him regionally invaluable in understanding and dealing with growing populations of deer, bobcat, and cougars. Following is one of his recent publications:

Urbanek, R. E., and C. K. Nielsen (2013). Influence of landscape factors on density of suburban white-tailed deer. *Landscape and Urban Planning*, 114, 28-36.

William Recktenwald is senior lecturer and journalist-in-residence in the School of Journalism. He was twice an inductee into the Chicago Journalism Hall of Fame. His applied, hands-on work with journalism students has been regionally, nationally, and globally vital. Following is one of the projects he has worked on with SIU students:

4:56 a.m., The Story of the February 29, 2012 Tornado. After an F-4 tornado ripped through two southern Illinois towns, student photojournalists and journalists documented the disaster with photographs and stories. Recktenwald led the effort to

publish a high-quality, 84-page, coffee-table book to document the event. 2,500 copies were sold in three weeks and close to \$15,000 donated to the rebuilding efforts. A total of 22 students and four faculty worked on the project published in 2012.

36. III. Wrap-Up

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

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

SIU has a tremendous impact through its degree programs, community outreach, and partnerships. By the estimates for FY13, provided by program directors, department chairs, college and professional school deans, 578 initiatives with 3,160 partners engaged 2,062 faculty members and 8,471 students in 289,160 student hours of service. Fully 237,283 residents in the central and southern portions of Illinois benefited. Although there is inevitably some multiple counting of partners, faculty, students, and beneficiaries in these numbers, their order of magnitude is in keeping with the university's public service expenditures of \$36,241,063. The same may be said of the beneficiaries of the School of Medicine's professional health initiatives alone. A conservative count of these outreach efforts is of 3,067,051 beneficiaries who, because of the SIU School of Medicine's programs, are living longer, healthier lives. Thus, by soliciting annual data on community engagement from the deans and their faculty, the Center for Service Learning and Volunteerism, the Office of Economic and Regional Development, and the Office of Community Health and Service have been able to document the university's robust engagement with the region.

37. III. Wrap-Up

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

SIU Carbondale has a long and rich legacy of service to the region. In the 1950s, SIU was among the earliest institutions to create a volunteer program in partnership local government and non-profit institutions. For instance, Carbondale is home to one of the oldest, continually operating Women's Centers in the country founded by faculty and students. In 2006, the university's 40-year partnership with the Women's Center received the Jimmy and Rosalyn Carter Award. Emphasis on accessibility and regional service, which creates distinctive instructional, research and public service programs, gives SIU its special character among the nation's research universities and underlies many of its academic initiatives, including programs in community development and a period of active membership in Illinois Campus Compact. Besides hosting the Paul Simon Public Policy Institute, the university is committed to research and instruction on state and community needs; it also provides essential health care in southern and central Illinois and supports the region's economic, social and cultural development.

The university's PBS station offers a radio listening service for people with visual disability; the Dental Hygiene program runs dental clinics for the medically underserved. The School of Law has clinics for veterans, senior citizens, and survivors of domestic violence. Other programs and non-profit entities have been started by campus faculty and staff with support of the university, such as its nationally recognized Veterans Center and the oldest AmeriCorps National Service program in Illinois. SIU was one of the first schools to welcome blacks to the school and target support services to minority students. It is among the top institutions to graduate black and Latino students in large numbers. Twenty-five years before the Americans with Disabilities Act became law, SIU actively recruited and supported students with disabilities.

While the university has long maintained community outreach as a mission and priority, the fiscal challenges faced by the state have severely impacted CE at SIU. The current administration, however, has made service learning, civic engagement, and community outreach a priority. In February 2012, the Center for Service-Learning and Volunteerism (CSLV) was established. Resources have been allocated to the Center to enhance programs and to carry out its mission, which has been strengthened by the Center's Self-Study of Civic Learning and Democratic Engagement in 2013. Finally, the university's strategic plan specifically calls for an expansion of community-engaged culture through an increase in service-learning courses, community development, and co-curricular student life. Engaged curricula and outreach research in the School of Medicine, the School of Law, the College of Education and Human Services, and the coursework coordinated by the CSLV mean that the university's

educational mission is woven seamlessly in service to the region.

Southern Illinois is much the better for SIU's community engagement, one enriched by President Delyte Morris's conception of the university's civic mission. President Morris's legacy has grown as the university has grown, now exceeding by far the institution's humble beginning in 1869 as a two-year normal school to prepare its first cohort of 39 students to teach in local schools.

38. III. Wrap-Up

3. (Optional) Please provide any suggestions or comments you may have on the application process for the 2015 Elective Community Engagement Classification.

This application has made possible a remarkable opportunity for the university to assess strengths and challenges in its community engagement. One important result of this collective effort for the past year is a renewed commitment on the part of the university community to use the application's findings to improve its partnerships with and outreach to the region. Whether or not SIU earns the Carnegie designation, the task force has promised to continue its work on ways to coordinate and to focus the institution's mission to serve better its many and varied neighbors.

39. Request for Permission

Please respond to A or B below:

	Yes	No
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.	X	
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.	X	

40. Application Submission Confirmation

Receipt Confirmation: 2015 Community Engagement Classification Application

Apr 15, 2014 10:50:39 Success: Email Sent to: jsallen@siu.edu

ToNERCHE

Apr 15, 2014 10:50:40 Success: Email Sent to: nerche@umb.edu