

**Policies for Hiring, Promotion, Tenure**

1. Does XXX have explicit policies for promotion and tenure that specifically reward faculty scholarship/creative activity, teaching, and/or service that use community-engaged approaches and methods? If yes, please include specific documentation (operating papers, T&P workshops, etc.). Carnegie defines community engaged faculty scholarly work as a combination of scholarship/creative activity that is based on collaborative and reciprocal partnerships that serves public purposes. This includes inquiry into community engaged teaching and learning or forms of participatory action research.

<b>Agriculture</b>	No
<b>ASA</b>	<p>The ISAT Operating Paper has a general policy that includes service to the community but does not specifically define approaches and methods for community engagement leading to promotion and tenure: <i>“The mission of the School is to provide quality academic programs to educate students in highly technical areas, equipping them with lifelong learning skills which allow them to adapt to changing work environments throughout their professional careers, to conduct scholarly research and professional activities that further the understanding of information systems and related applied technologies, and to provide service to the College, University, community, and professional organizations.”</i> Sources ISAT OP, p. 1</p> <p><i>“The minimum (service) requirement shall be involvement in School service activities in support of academic programs. University, College, and public service outside the academic area shall be assessed as service beyond the minimum requirements.”</i> Source ISAT OP, p. 5</p> <p><i>“Faculty Extension and Outreach Activities Related to Field of Expertise:</i> This item lists the activities where Faculty have engaged in some form of extension or outreach related to their field of expertise. Examples include civic service, K-12 service, community workshops, and invited talks to community groups, seminars, lectures, or demonstrations. This excludes formal presentations at state, regional, national, international professional meetings. Merit evaluation: 1 point each. ISAT OP, p. 24</p>
<b>Business</b>	No
<b>EHS</b>	<p>College Operating Papers state: “Teaching, Research and Creative Activities, and Service. Members of Promotion and Tenure Committee shall demonstrate:</p> <ol style="list-style-type: none"> <li>1) A record of continuing excellence in teaching.</li> <li>2) An ongoing research and creative activities program, including continuous and current publication.</li> <li>3) Active participation in professional service activities.</li> </ol> <p>The Operating Units of the College shall be the primary organizations by which the teaching, research and creative activities, and service functions of the College are performed. A specific effort is made to reach consensus on how dossiers are to be developed, including a common understanding as to the terms in the evaluation scales used to evaluate teaching, research and creative activities, and service activities.</p>

<b>Engineering</b>	<p>PL: See response to question 2, as well as following response by Dean:                  ~~~~~                  College of Engineering Operating Paper ( Revised 1999):</p> <p>F. Merit Criteria and Process of Awarding Merit Raises – 1. Merit Increase Guidelines Criteria – b. Evaluation Criteria – iii. Service Activities – n. “Involvement in community service”</p> <p>G. Promotion Policies and Procedures for Faculty – 1. General Criteria – c. Professional Service Contributions: The following activities will be taken into account: - xiv. “Involvement in community service”</p>												
<b>Law</b>	<p>Yes, see attached sample hiring letter, paragraphs 3 and 6 [PL added from later response]</p> <hr/> <table border="0" data-bbox="426 623 1677 834"> <thead> <tr> <th data-bbox="426 623 821 651"><b>ABA Standards (included)</b></th> <th data-bbox="821 623 1241 651"><b>Policy wording</b></th> <th data-bbox="1241 623 1677 651"><b>Source</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="426 651 821 711"></td> <td data-bbox="821 651 1241 711">Standard 404</td> <td data-bbox="1241 651 1677 711">ABA Standards</td> </tr> <tr> <td data-bbox="426 711 821 760"></td> <td data-bbox="821 711 1241 760">Part D, Page 35 (attached)</td> <td data-bbox="1241 711 1677 760">P &amp; T Guidelines</td> </tr> <tr> <td data-bbox="426 760 821 834"></td> <td data-bbox="821 760 1241 834">Hiring Tenure Track Faculty (attached) see page 18</td> <td data-bbox="1241 760 1677 834">Included</td> </tr> </tbody> </table> <hr/>	<b>ABA Standards (included)</b>	<b>Policy wording</b>	<b>Source</b>		Standard 404	ABA Standards		Part D, Page 35 (attached)	P & T Guidelines		Hiring Tenure Track Faculty (attached) see page 18	Included
<b>ABA Standards (included)</b>	<b>Policy wording</b>	<b>Source</b>											
	Standard 404	ABA Standards											
	Part D, Page 35 (attached)	P & T Guidelines											
	Hiring Tenure Track Faculty (attached) see page 18	Included											
<b>Liberal Arts</b>	<p>No. Our Operating papers specify excellence in teaching. We absolutely value innovative teaching, and faculty who include community outreach and engagement activities in their courses are considered as innovative, which is part of the assessment of excellent teaching.</p>												
<b>MCMA</b>	<p>None: Currently handling one P &amp; T case that could have benefitted from such criteria.</p>												
<b>Science</b>													
<b>Medicine</b>	<p>See below</p>												

**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:
  - (1) Faculty teaching responsibilities, including carrying a fair share of the law school’s course offerings, preparing for classes, being available for student consultation, participating in academic advising, and creating an atmosphere in which students and faculty may voice opinions and exchange ideas;
  - (2) Research and scholarship, and integrity in the conduct of scholarship, including appropriate use of student research assistants, acknowledgment of the contributions of others, and responsibility of faculty members to keep abreast of developments in their specialties;
  - (3) Obligations to the law school and university community, including participation in the governance of the law school;
  - (4) Obligations to the profession, including working with the practicing bar and judiciary to improve the profession; and
  - (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).

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**SIU School of Medicine** SIU School of Medicine’s mission statement is explicit in stating that the organization exists “to 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 mission 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 that “faculty at an academic medical center should have the pursuit of scholarly activities as their highest priority”, noting that such scholarship “should be evident ... while he/she teaches, engages in research, or provides service.” (Guidelines, pg 7; see link below). The medical school’s guidelines explicitly include the “scholarship of application” (service) among the types of scholarship that are to be considered in promotion and tenure decisions. (Guidelines, pg 8). 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. (Guidelines pgs 14-16).

According to the guidelines, promotion and tenure decisions must consider the faculty member’s performance regarding research, teaching, and service. For promotion and depending upon specifics in the faculty member’s position description, the faculty member must demonstrate effective or outstanding performance in two or three of these categories. Tenure decisions for tenure-tracking faculty members also require effective or outstanding performance in service, if that is noted in the person’s position description. In these cases, the individual seeking tenure must also possess an established reputation in service. Minimum standards for what constitutes

performance are set in the academic departments and reflect standards in the particular discipline, consistent with the medical school’s guidelines. Performance is documented in the faculty member’s dossier. (Guidelines 16-24)

The medical school’s promotion and tenure document is available at [http://www.siumed.edu/adrfa/facultyinfo/SIUSOM\\_TenurePromotion\\_Guide2010.pdf](http://www.siumed.edu/adrfa/facultyinfo/SIUSOM_TenurePromotion_Guide2010.pdf).

**PROFESSIONAL DEVELOPMENT**

2. Does ..... provide **professional development support** for faculty and/or staff who engage with community? Please list specific documentation for different forms of support (grants, workshops, mentoring, etc.).

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|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Agriculture</b> | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>ASA</b>         | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Business</b>    | Not addressed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>EHS</b>         | Not addressed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Engineering</b> | <p>Yes. Specific examples below.</p> <p>~~~~~</p> <p>Civil &amp; Environmental Engineering (OP, Revised 2000) Tenure and Promotion Guidelines and Procedures<br/>                     Electrical &amp; Computer Engineering (OP, Revised 2004) Evaluation for Tenure<br/>                     Mechanical Engineering &amp; Energy Processes (OP, Revised 2004): Duty Assignment and Evaluation Process for Merit Adjustments.</p> <p>Mining &amp; Mineral Resources Engineering (OP, Revised 2003): Merit Review<br/>                     Technology (OP, Revised 2008): Tenure and Promotion</p> <p>Civil &amp; Environmental Engineering – IV. Tenure and Promotion – D. Criteria for Promotion and Tenure – 3. Service – iii. “Service which makes the facilities and the expertise of the University available to the larger society of which it is a part. Such service may be formally organized through research and service bureaus; or it may be less formally provided for through Departmental or College programs that require participation in providing various learning experiences in non-traditional formats. Because criteria of this sort are difficult to define, nominations for promotions depending heavily on these criteria should provide ample evidence of such service and should also suggest methods of evaluation.”</p> <p>Electrical &amp; Computer Engineering – F. Evaluation for Tenure – VI. Evidence of Achievements and Productivity – C. Service – 11. “Service to K-12 education, related to engineering and other recruiting activities, particularly those involving women and minorities.” – 12. “Service to the community.”</p> |

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|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>Mechanical Engineering &amp; Energy Processes – X. Duty Assignment and Evaluation Process for merit Adjustments – G. Evaluation of Service – 2. Service activities may include but are not limited to: I. “Involvement in community service.”</p> <p>Mining &amp; Mineral Resources Engineering – C. Merit Criteria and Process of Awarding Merit – 2. Awarding of Merit Portion of Faculty Salary Increases – 2.2 Detailed Review Process – c. Service performance indices – xiii. “Involvement in Community Service. University Faculty poses unique skills and training that may be needed by communities and special organizations within the region. Faculty members who donate their time beyond their official university service assignments to assist the communities and special organization within the region may receive recognition in this category. The information comes from the Annual Achievement Report. It can usually be verified by official records. In cases where the Chair wishes to check an accomplishment and cannot verify the committee, the Chair may ask the faculty for evidence. Time reporting standards are as described above under special assignments.”</p> <p>Technology – 3. Tenure and Promotion – a. Criteria and Guidelines – iii. Service “—Service which makes the facilities and the expertise of the University available to the larger society of which it is a part. Such service may be formally organized through research and service bureaus or it may be less formally provided for through departmental or College programs, which require participation in providing various learning experiences in nontraditional formats. Because criteria of this sort are difficult to define, nominations for promotions depending heavily on these criteria should provide ample evidence of such service and should also suggest methods of evaluation.”</p> |
| <b>Law</b>          | Yes, see attached sample hiring letter, paragraphs 3 and 6 Appendix Law : 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Liberal Arts</b> | Not specifically no.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>MCMA</b>         | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Science</b>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Medicine</b>     | Professional development funding for faculty and staff is allocated at the departmental level. Individuals involved in community engagement may receive financial support from departmental funds to attend off-campus professional development activities (e.g., seminars and workshops).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

**CURRICULUM**

3. Has community engagement been integrated with curriculum in any departments or programs in XXX? E.g. major requirements, student research, rotations, internships, specializations, etc. Describe with examples for each program.

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| <b>Agriculture</b> | Outreach and public services activities are expected and included in all position announcements for faculty. A current position ad (AG-209) is included as an example.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>ASA</b>         | Not addressed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Business</b>    | Not addressed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>EHS</b>         | <p>CEHS Operating Papers state:<br/>                 The Chair/Director is responsible for directing the recruitment, hiring, and orientation of new employees with the input and involvement of all Faculty within the Operating Unit. The Chair/Director is responsible for maintaining a quality program by insuring that broad based recruiting efforts are conducted by the Operating Unit when a position is available. In particular, the Chair/Director should make certain that Faculty replacements or additions are selected in a manner to assure the strongest possible program for the unit, and to see that affirmative action policies of the University are followed.</p> <p>The Chair/Director shall support and encourage Faculty development and assist in providing opportunities for growth and high performance in teaching, research and creative activities, and other professional activities (COEHS Operating Papers).</p>                                                                                                                                                                                                                                                                                                              |
| <b>Engineering</b> | Not addressed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Law</b>         | <p>The School of Law currently has three Legal Clinics:</p> <p><b>Juvenile Justice:</b> Students enrolled in the Juvenile Justice Clinic work with an experienced clinic attorney and perform legal services and duties to minors for whom the clinic attorney has been appointed guardian ad litem,</p> <p><b>Domestic Violence:</b> DVC provides representation to victims of domestic violence in obtaining Orders of Protection. Court orders prohibit someone from harassing or abusing a victim again. Orders can also make abuser move to shared house, and can make arrangements for child custody and visitation. and Civil Practice</p> <p><b>Clinic Legal Service to Older Persons</b> program: law students have opportunity to provide legal assistance to persons who could not otherwise secure representation. Primary client population served persons 60 + years of age who reside in the thirteen southernmost counties of Illinois.</p> <p>All first year law students engage in a community service project during Orientation.</p> <p>The Immigration Detention Project provides an opportunity for students to interview detainees and refer appropriate cases to the Immigration Detention Project National Immigration Justice Center</p> |

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|                     | <p>Public Interest Internships: Students work in prosecutors’ or defenders offices, legal services offices, government offices with legal departments.</p> <p>Judicial Externship: Judicial Externship provides opportunity for law students to learn about legal system by working for sitting judge; assisting them and honing their own research and writing skills.</p> <p>Legal Globalization: White Collar Crime: The class participated in a local charity Fun Run while in Australia.</p> <p>Illinois Innocence Project: reviews evidence &amp; uses post-conviction advanced forensic DNA testing to review for misconduct by prosecutors and police. Services provided for free.</p> |
| <b>Liberal Arts</b> | Not addressed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>MCMA</b>         | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Science</b>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Medicine</b>     | See below                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

**School of Medicine:** The medical school provides many opportunities in the undergraduate medical education (MD) curriculum to prepare students for service-learning and community engagement. These include the annual poverty simulation presented in the physician professionalism portion of the curriculum (Doctoring) and various lectures dealing with population health and the social determinants of health. The Population Health and Prevention longitudinal, four-year curriculum monitors closely the lectures and opportunities for community engagement education in the curriculum and prospectively develops opportunities to avoid gaps in it. A service-learning experience is required for all medical students in their second year of medical school. There is no curriculum responsibility for service-learning in the first year of medical school, however opportunities to volunteer for community service projects are available. Service-learning electives in a variety of subject areas are available in the third and fourth years of medical school, although these are not required; examples include courses with service-learning experiences in community health services and resources, patient education, nutrition, and global mission trips. The service-learning component of the medical school curriculum is coordinated through the Education Subcommittee of the Community Health Policy Committee.

The service-learning experience required of all medical students in their second year of medical school includes an educational introduction to the importance of community engagement and follows with active engagement in community service projects in a local community service agency and reflection upon the service-learning experience. Students select their preferred service-learning activities from either a set of preapproved ones occurring at designated community service agencies in Springfield or by a personalized one for a particular agency with which they are personally familiar. The preapproved sites have been carefully selected to have staff with whom medical school faculty have worked in the past; this allows an existing institutional arrangement and the basis for the student’s service-learning experience to be mutually beneficial for the student and the sponsoring agency. If the student requests to be placed in an agency

not on the preapproved site list, the faculty members work with the student to ensure that the agency and the activity have the necessary components for service-learning and that appropriate readings are identified. The students arrange their schedules with the sponsoring agencies and complete tasks assigned to them by their agency mentors. The students also complete assigned readings about community participatory research and other topics relevant to community engagement. The students then produce a reflective writing assignment evaluated by the medical school faculty. Students receive feedback from the faculty.

SIU’s medical students have numerous service-learning opportunities throughout their four years of medical school. First-year medical students are actively involved in community service/engagement projects in the Carbondale area. In Academic Year 2013, the first-year students’ community engagement projects included making healthy living presentations to elementary and high school students in Carbondale and at the Head Start program in Marion; assisting the Jackson County Health Department with diabetes screening programs, promotion of the Young Hearts with Goals program and Project Power at the local Boys and Girls Club; participating in fun runs for local charities including the Relay for Life and the American Heart Association; raising money for local charities such as Pat’s Kids, a foundation assisting abused children in southern Illinois; participating in local voter registration drives; speaking to SIU Carbondale campus groups such as the Pre-Professional Association and with local high school students including those at Mt. Vernon High School and Gallatin County High School; and volunteering at local social service agencies in the Carbondale area. The first-year medical students also participated in the medical school’s service-related student organizations.

The medical students enjoy numerous service learning and volunteer service opportunities during their second through fourth years of medical school in Springfield. In AY2013, these included opportunities that were student-organized such as the Shoes That Fit program (providing foot ware to Head Start and school age children) for Enos School, a local neighborhood elementary school with a high number of students from disadvantaged backgrounds; and the student-run free clinic supervised by SIU faculty. Other activities included volunteer opportunities at a community hospital-sponsored breadline, a local domestic violence shelter, organized activities with clients who are homeless, and health education programs at several public schools. Students also participated in international health mission trips; at least one such trip occurs every year during an option period in the third year. These opportunities were in addition to the required service-learning experience in the second year.

The medical school’s student organizations with a role in community service include the school’s chapters of the American Medical Association – Medical Student Section, American Medical Student Association, Student National Medical Association, and American Medical Women’s Association. In addition, the medical students organized the Interdisciplinary Network for Outreach (INFO) as a basis for student-led, health-related outreach projects. Examples of the medical students’ community service projects included assisting at local food drives, a 5K run for a local charity, the medical school’s free clinic for the homeless and uninsured, and various Enos School projects (such as health education and reading programs). Another example is a project of the school’s Student National Medical Association chapter and its Office of Diversity, Multicultural and Minority Affairs, to develop and conduct a health education, healthy living, and screening program for members of Springfield’s African-American community; this program is delivered in local churches with large minority populations. A large percentage of the student special interest groups have incorporated community service into their missions and are instrumental in outreach to the community. The Family Medicine Interest Group was recently awarded a Program of Excellence award recognizing them for various aspects including their commitment to community engagement.

In addition to the medical school’s community service opportunities, SIU’s medical students serve their communities on their own time as individuals in a variety of ways. In AY2013, medical students volunteered at local women’s shelters, breadlines, youth groups/programs,



nursing homes, cancer support groups, animal shelters, and church groups. They were scout troop leaders, camp counselors, big brothers/big sisters, youth league sports coaches, and mentors to disadvantaged children. They participated in mission trips, both medical and non-medical ones. In these ways, the medical students advanced the medical school’s mission through their individual commitment to serve their community.

A new “Community Outreach and Education” pathway was established in the medical curriculum’s fourth year starting with the Class of 2014. This pathway was designed by faculty and encompasses four weeks of elective recommendations. In addition, students in this pathway are required to perform 35 hours of volunteer community service-learning and complete a capstone research project with submission of an abstract for poster presentation. The pathway is being implemented in AY 2014. This pathway is officially recognized by the medical school as students completing this pathway have that fact noted in their Dean’s Letter.

**LEARNING OUTCOMES**

4. Are there departmental or disciplinary learning outcomes for students’ curricular engagement with community? Are those outcomes systematically assessed? Provide specific learning outcome examples and assessment measures.

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| <b>Agriculture</b>  | Department policies/practices are the same as the college.                                                                                                                                                                                                                                                                                                      |
| <b>ASA</b>          | Not addressed                                                                                                                                                                                                                                                                                                                                                   |
| <b>Business</b>     | No                                                                                                                                                                                                                                                                                                                                                              |
| <b>EHS</b>          | Not addressed                                                                                                                                                                                                                                                                                                                                                   |
| <b>Engineering</b>  | Not addressed                                                                                                                                                                                                                                                                                                                                                   |
| <b>Law</b>          | The School of Law has recently created a 35 hour pro bono requirement for all law students as a requirement for graduation. We are the first law school in Illinois to enact this requirement. These will be systematically assessed. The Learning Outcome is: Students will incorporate in their work the values and responsibilities of the legal profession. |
| <b>Liberal Arts</b> | Not addressed                                                                                                                                                                                                                                                                                                                                                   |
| <b>MCMA</b>         | No                                                                                                                                                                                                                                                                                                                                                              |
| <b>Science</b>      |                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Medicine</b>     | See below                                                                                                                                                                                                                                                                                                                                                       |

**MEDICINE:**

SIU School of Medicine has developed learning objectives for the undergraduate medical education program that outline requirements on medical students for graduation. These include graduation objectives in community/public health/ preventative medicine and professional/ethical behavior which provide a framework for community engagement by physicians. In addition, the service-learning requirements and electives of the curriculum (as discussed above) 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.

The medical school has a robust curriculum review and development process utilizing the expertise of the school's Education and Curriculum unit and Department of Medical Education faculty and staff as well as the institutional Educational Policy Council and its curriculum subcommittees and task groups. (These are all standing faculty committees.) Together, these offices and faculty committees continuously review the undergraduate medical education program and modify it as necessary. This includes oversight and enhancement of the curriculum's community engagement elements.

Data from the annual Association of American Medical Colleges Graduation Questionnaire provide evidence that SIU's medical students are actively engaged in their communities. Graduates reporting their participation in service-learning projects increased from 24.6 percent in Academic Year 2010 to 61.1 percent in AY 2013. (The second year requirement for service-learning was implemented after the Class of 2013 completed that year in medical school.) SIU's Class of 2013 graduates reported higher levels of participation in comparison to 2013 graduates nationally in community service activities related to field experience in community health (62.5 percent for SIU to 41.2 percent nationally), home care (34.7 percent to 31.7 percent), and nursing home care (43.1 percent to 30.7 percent). This graduating class also reported significantly higher levels of participation when compared to national levels in regards to service-learning experiences related to health disparities (SIU's 81.9 percent to 68.8 percent nationally) and cultural awareness/competence (79.2 percent to 67.5 percent). The school's graduates noted high rates of participation in community programs providing health education to community groups (81.9 percent for SIU to 57.6 percent for all medical schools) as well as to elementary, high school or other groups (66.7 percent to 45.1 percent). SIU's Class of 2013 reported that 75 percent of the class participated in a free clinic for the underserved population, down from the high of 84.8 percent in AY 2012, but still above the national level for 2013 (72.5 percent). These results suggest that SIU School of Medicine's students are actively participating in community engagement/service-learning projects.

**FACULTY SCHOLARSHIP**

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

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|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Agriculture</b>  | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>ASA</b>          | The Department of Automotive Technology provides some travel support and course coverage for faculty to conduct informational presentations to the general public. No specific documentation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Business</b>     | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>EHS</b>          | <p>YES.</p> <p>The task of the College is to support and expand the threefold purpose of instruction, research and creative activities, and public service to which Southern Illinois University, Carbondale is committed. Furthermore, the College seeks to be a leader in a wide variety of settings—schools, industry, the military, public and private agencies—for the promotion of a better society and improved quality of life.</p> <p>The College of Education and Human Services also shall be responsible for encouraging and supporting the intellectual and professional development of its members (COEHS Operating Papers).</p> <p>The Chair/Director shall support and encourage Faculty development and assist in providing opportunities for growth and high performance in teaching, research and creative activities, and other professional activities.</p> |
| <b>Engineering</b>  | Not addressed; PL: see Faculty Research & Scholarship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Law</b>          | Yes, see attached sample hiring letter, paragraphs 3 and 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Liberal Arts</b> | We provide funding for travel to faculty in the School of Music, School of Art and Design, and Department of Theater to recruit students at festivals, state competitions, and special conferences. We also support through salaries, graduate assistantships, and student wages faculty and students in the School of Music to provide lessons and conduct students in choirs, symphonies, and bands through our Community Arts Program.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>MCMA</b>         | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Science</b>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Medicine</b>     | See CE Report – Research & Scholarship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**CE & Curriculum**

6. Has community engagement been integrated with curriculum in any departments or programs in your college? E.g. graduate studies, capstone (Senior level project), major requirements, minor requirements, student research, internships, study abroad, etc. Describe with examples for each major or program.

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| <b>Agriculture</b> | College began development and implementation of a new initiative - i2i (ideas to investigation) in FY 2013. It created distinguished educational pathways for college students. Students gain practical experience and learn valuable life skills, while industry partners have the opportunity to grow future leaders. This pathway of distinction is designed to prepare students for an immediate and successful entry into the workforce or graduate school. i2i students work together with industry partners to solve a strategic problem or challenge. The educational experience could take place in Carbondale, across the nation, or internationally. Each major and program in the college is a participant in the program and can be expanded for the university.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>ASA</b>         | Embedded into nearly all automotive technical courses is community engagement through the Department faculty, staff, and students providing discounted vehicle diagnostic and repair services. This provides students the opportunity to strengthen their skill sets in vehicle diagnostics, consumer behavior, and industry business practices .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Business</b>    | Several courses in the Department of Marketing – including MKTG 363, 364 and 463 – require student groups to prepare strategic promotional and advertising plans for local businesses and non-profits, as a significant part of the course requirements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>EHS</b>         | <ul style="list-style-type: none"> <li>• <b>SSW</b> – Community engagement activities are a specific component of several courses within the School of Social Work at both the undergraduate (BSSW and graduate (MSW) levels. At the undergraduate level, students are required to engage in 30 hours of agency based commitment within their SOCW275 class, in efforts to expose students to social service activities. Students also can work with community based agencies to help expand the repertoire of the agency in areas of by-laws, mission, vision, fundraising and goals/objectives through their SOCW402 class offering. Community partners are essential in the students’ field experiences at both undergraduate and graduate levels (SOCW442, 541b, 542b, 543b &amp; 544b).<br/>At graduate level, within School of Social Work, additional opportunities for community partnerships also occur in specific courses, especially SOCW532 (Program Evaluation). Within course, students actively engage in evaluation study within their field internship site, carry out some form of needs assessment or program evaluation activity. The results and recommendations are often used to help move the agency in a new direction, or affirm a program/service’s value to the agency.</li> <li>• <b>C &amp; I</b> - CI 424 - Students are collecting baby items, personal hygiene products, and children's toys and books for Angel Cove (provides services for young women who are pregnant and have nowhere else to live)<br/>CI 473 - Donating books to the Erma Hayes Center for their after school program.<br/>CI 419 - provide after school tutoring at Carbondale Boys &amp; Girls Club, Murphysboro Children’s Home &amp; Southern Illinois Migrant Council.</li> </ul> |

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|                    | <p>CI 462 - collecting food items for Gum Drops, community based project located in Carterville that provides 'back packs' filled with food items for area school children.</p> <ul style="list-style-type: none"> <li>• <b>WED</b> - We have integrated service learning activities in our program – For example - a course titled Workforce Diversity, this course offers foundational information concerning a diverse/multicultural society. Importance of understanding cultural and demographic similarities/differences and how this information relates to the workplace and to education/training environments. Social diversity issues of current importance to workforce preparation and development of diversity training are included. Dr. Cynthia Sims has also developed a mentoring portion as part of this course.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Engineering</b> | <p>Yes. All engineering degrees offered by the College of Engineering have a <b>senior design project</b> requirement where the students work on the real life projects. These <b>projects are often provided by local companies</b> and this arrangement thereby provides integration with local communities. <b>Currently, there are several projects with businesses based in Southern Illinois.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Law</b>         | <p>The School of Law currently has three Legal Clinics:</p> <ul style="list-style-type: none"> <li>• Juvenile Justice: Students enrolled in the Juvenile Justice Clinic work with an experienced clinic attorney and perform legal services and duties to minors for whom the clinic attorney has been appointed guardian ad litem;</li> <li>• Domestic Violence: DVC provides representation to victims of domestic violence in obtaining Orders of Protection. Court orders prohibit someone from harassing or abusing a victim again. Orders can also make abuser move to shared house, and can make arrangements for child custody and visitation.</li> <li>• Civil Practice Clinic Legal Service to Older Persons program: law students have opportunity to provide legal assistance to persons who could not otherwise secure representation. Primary client population served persons 60 + years of age who reside in the thirteen southernmost counties of Illinois.</li> </ul> <p>All first year law students engage in a community service project during Orientation.</p> <ul style="list-style-type: none"> <li>• The Immigration Detention Project provides an opportunity for students to interview detainees and refer appropriate cases to the Immigration Detention Project National Immigration Justice Center</li> <li>• Public Interest Internships: Students work in prosecutors’ or defenders offices, legal services offices, government offices with legal departments.</li> <li>• Judicial Externship: Judicial Externship provides opportunity for law students to learn about legal system by working for sitting judge; assisting them and honing their own research and writing skills.</li> <li>• Legal Globalization: White Collar Crime: The class participated in a local charity Fun Run while in Australia.</li> <li>• Illinois Innocence Project: reviews evidence &amp; uses post-conviction advanced forensic DNA testing to review for misconduct by prosecutors and police. Services provided for free.</li> </ul> |

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| <p><b>Liberal Arts</b></p> | <p>Our Foreign Languages and International Trade undergraduate degree (FLIT) requires a study abroad internship experience. Other degree programs encourage, but do not require study abroad.</p> <p>Our Paralegal Studies undergraduate degree also strongly encourages an internship. Other degree programs that encourage internships include: Criminology and Criminal Justice; Geography and Environmental Resources; Psychology.</p> <p>No program has any other capstone requirement that necessarily includes community engagement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>MCMA</b></p>         | <ul style="list-style-type: none"> <li>• School of Journalism – Weekend Workshops: Multimedia workshops documenting life in selected communities in Southern Illinois. Funds have been received from American Society for Media Photographers (ASMP) in 2012 and 2013 [notification just came in after the dossier was closed] for \$2,500 each time; a grant from the Illinois Humanities Council in 2009 for \$5,000</li> <li>• Department of Radio, Television, and Digital Media – River Region Evening Edition: 100+ students from across SIUC campus produce River Region Evening Edition; a live, half-hour newscast aired on WSIU-TV. Evening Edition staffed entirely by volunteer student broadcasters and journalists, with students completely responsible for reporting, writing, editing, producing, and anchoring broadcasts. \$5,000 is raised by corporate contributions, alumni support and community pledges through the SIU Foundation.</li> <li>• Study abroad (Uche Oneybadi from School of Journalism-in Kenya; Dan Overturf from Department of Cinema and Photography- in Scotland; Dafna Lemish from the Department of Radio, Television and Digital Media – in Israel):</li> </ul> |
| <p><b>Science</b></p>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Medicine</b></p>     | <p>Planning began in FY 2013 for establishment of the Office of Community Health and Service that will focus and enhance the school’s community engagement programs. This office succeeds the Office of External and Health Affairs, and is led by the Associate Dean for Community Health and Service.<br/> <a href="http://www.siumed.edu/community/">http://www.siumed.edu/community/</a></p> <p><b>PL: See details of outreach programs and partnerships in College-wide data set.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**OUTREACH & PARTNERSHIPS**

*Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc. The distinction between these two centers on the concepts of reciprocity and mutual benefit which are explicitly explored and addressed in partnership activities.*

**7. Does XXX have any outreach programs are developed for the benefit of the community:**

- a. Non-credit courses    b. Evaluation support    c. Training programs    d. Professional development centers    e. Technology    f. Other (specify)
- For each category in which you have a program, please briefly describe the program, document institutional support for the program (including budget allocation, faculty or staff workload, in-kind contributions, volunteer hours), funding sources (grants, state allocation, user fees such as admission or registration, etc.) and list community partners.

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| <b>Agriculture</b> | In FY13, the college has begun the development and implementation of a new initiative - i2i (ideas to investigation). It created distinguished educational pathways for college students. Students gain practical experience and learn valuable life skills, while industry partners have the opportunity to grow future leaders. This pathway of distinction is designed to prepare students for an immediate and successful entry into the workforce or graduate school. i2i students work together with industry partners to solve a strategic problem or challenge. The educational experience could take place in Carbondale, across the nation, or internationally. Each major and program in the college is a participant in the program and can be expanded for the university.                                                                                                                                                                                            |           |                                               |           |                                                                                                                                                   |           |                                                                                     |
| <b>ASA</b>         | Embedded into nearly <b>all automotive technical</b> courses is community engagement through the Department faculty, staff, and students providing discounted vehicle diagnostic and repair services. This provides students the opportunity to strengthen their skill sets in vehicle diagnostics, consumer behavior, and industry business practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                               |           |                                                                                                                                                   |           |                                                                                     |
| <b>Business</b>    | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                               |           |                                                                                                                                                   |           |                                                                                     |
| <b>EHS</b>         | SSW - The School of Social Work has not specifically drafted learning outcomes for students’ curricular engagement within the community. The fieldwork practicum classes do have a set of rubric standards that are consistently used to measure student progress on a host of competencies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                               |           |                                                                                                                                                   |           |                                                                                     |
| <b>Engineering</b> | <p>Yes. All degrees offered by the College of Engineering are required to maintain rigorous assessments of learning outcomes. The following examples of specific learning outcomes are at least indirectly related to evaluating issues associated with community interactions and are assessed on a regular basis.</p> <table border="1" data-bbox="577 1149 1522 1409"> <tr> <td data-bbox="577 1149 787 1214">Outcome 7</td> <td data-bbox="787 1149 1522 1214">The ability to <b>communicate</b> effectively</td> </tr> <tr> <td data-bbox="577 1214 787 1328">Outcome 8</td> <td data-bbox="787 1214 1522 1328">The broad education necessary to understand the <b>impact of engineering</b> solutions in a global, economic, environmental, and societal context</td> </tr> <tr> <td data-bbox="577 1328 787 1409">Outcome 9</td> <td data-bbox="787 1328 1522 1409">A recognition of the need for and an ability to engage in <b>life-long learning</b></td> </tr> </table> | Outcome 7 | The ability to <b>communicate</b> effectively | Outcome 8 | The broad education necessary to understand the <b>impact of engineering</b> solutions in a global, economic, environmental, and societal context | Outcome 9 | A recognition of the need for and an ability to engage in <b>life-long learning</b> |
| Outcome 7          | The ability to <b>communicate</b> effectively                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                               |           |                                                                                                                                                   |           |                                                                                     |
| Outcome 8          | The broad education necessary to understand the <b>impact of engineering</b> solutions in a global, economic, environmental, and societal context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                               |           |                                                                                                                                                   |           |                                                                                     |
| Outcome 9          | A recognition of the need for and an ability to engage in <b>life-long learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                               |           |                                                                                                                                                   |           |                                                                                     |

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|                   | <p>The following assessment measures/tools are employed and the results used by each department to make appropriate changes to the objectives, outcomes, and the program itself.</p> <p>These are:</p> <ol style="list-style-type: none"> <li>1. Individual Course Folders</li> <li>2. Thrust Areas Faculty Feedback</li> <li>3. College/University Feedback</li> <li>4. Industrial Advisory Board Feedback</li> <li>5. Senior Exit Interview</li> <li>6. Department Internal Reviews</li> <li>7. Last ABET Review</li> <li>8. Fundamentals of Engineering Exam Results</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Law</b></p> | <p><u>Professional development centers:</u> The School of Law provides Continuing Legal Education and Continuing Medical Education Credit Programs for attorneys and medical providers in Southern Illinois.</p> <p><u>Institutional support:</u> One staff person is assigned to oversee the CLE program (.25%/\$18,000); One faculty heads the Health Policy Institute (10%/\$14,000); One staff person assists with the Health Policy Institute (10%/\$3,600)</p> <p><u>Funding sources:</u> The School of Law recently received a gift that will cover the costs of the Health Policy Institute in conjunction with registration fees; CLE’s have a registration fee, with the exception of a joint effort with the Jackson County Bar Association</p> <p><u>Community partners:</u> Southern Illinois HealthCare and Jackson County Bar Association.</p> <p>Technology (e.g. TechDawgs)<br/>Cultural offerings (e.g. Southern Illinois Summer Music Festival)</p> <p><u>Other (specify)</u></p> <ul style="list-style-type: none"> <li>• Lesar Lecture: The Hiram H. Lesar Distinguished Lecture Series was established by the School of Law in 1992 to honor founding Dean Hiram H. Lesar, whose many personal and professional concerns included an interest in civil rights. Funded by an endowment. The School of Law provides staff support of approximately \$15,000;</li> <li>• The Dr. Arthur Grayson Distinguished Lecture Series began in 1996 and is named for a member of the Garwin family. The Garwin family are longtime supporters of health law programs and activities at the SIU School of Law. Funded privately by the Garwin family; The School of provides staff support of approximately \$6,000;</li> <li>• Appellate Court Oral Arguments are held once a year at the School of Law to provide the community, students and faculty the opportunity to observe attorneys and judges in action. The School of Law provides staff support of approximately \$1,000.</li> </ul> |



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| <p><b>Liberal Arts</b></p> | <p>f. <u>Training programs</u></p> <p>Psychology is developing an online certificate in Parent Education.</p> <p>University Museum</p> <ul style="list-style-type: none"> <li>• Free workshops throughout the year, primarily targeting ages 7-13. Partnerships: Girl Scouts of Southern Illinois, Boys and Girls Club, Shawnee Community College, Southern Illinois branch of Illinois Arts Educators.</li> <li>• Outreach to 5 regional high schools. Carbondale Community Art’s grant for \$1,000. 10% of Education Program Directors (224 hours) GA time (150 hours)</li> <li>• Young Earth Science Workshops, 4 classes, 80 students, Partner with College of Science. Education Program Director’s time: 15 hours</li> <li>• Arts Education Festival: 2-day event that brings 2,000 students and teachers from Southern Illinois to campus. Funding: Carbondale Community Arts (\$1,000), Wal-Mart (\$250), Friends of the Museum (\$500). Partner with Retired Teachers of Southern Illinois, School of Music, School of Art and Design</li> <li>• Summer workshops for community children: 120 children. Education Program Director’s time 336 hours. Partner with Girls Scouts of Southern Illinois, Rainbow’s End, and Attucks Summer Program</li> </ul> <p>g. Professional development centers</p> <p>h. Technology (e.g. TechDawgs)</p> <p>i. Cultural offerings (e.g. Southern Illinois Summer Music Festival)</p> <ul style="list-style-type: none"> <li>• Community Arts Outreach: music &amp; art classes and lessons to K-8 students. Student lesson fees cover program. 1 fulltime director/teacher and many part-time instructors. This serves 150 students in the region.</li> <li>• Southern Illinois Children’s Choir. Vocal performance choirs for area children. Student lesson fees and donations cover this program. One Assistant Instructor with an 11.5% appointment (paid 100% by fees and donations). One part-time assistant working on a Restricted Term Appointment (paid 100% by fees and donations). One fundraiser each year helps to cover some expenses. In FY 13, a total of \$13,000 was raised for the choirs.</li> <li>• Southern Illinois Civic Orchestra. School of Music course which invites area musicians to audition. Fees cover expenses for music purchases, etc. A Music Faculty member teaches MUS 018 (Civic Orchestra) as part of workload. Fees received totaled \$1,150.00.</li> <li>• Southern Illinois Summer Music Festival (completely run on donations). School of Music Faculty with musicians from all over the country provide as many as 40 concerts in various parts of Southern Illinois during the month of June. A total of \$214,000 was brought in during the 2013 Festival.</li> <li>• Southern Illinois Chamber Music Society. School of Music Faculty, Students and Area Musicians perform several concerts per year. Season tickets and donations cover all expenses and provides scholarships to School of Music string students. During the 2012-2013 season, donations and ticket sales totaled \$12,000.00. Faculty performances are part of Creative Research</li> </ul> |
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|                | <ul style="list-style-type: none"> <li>• Summer music camps (high school band, jazz improvisation, junior high band, children’s choir, guitar, piano, drum lines, color guard, drum majors). School of Music offers a week-long on-campus experience for junior high and high school students who participate in group lessons as well as sectionals and private lessons. Camps are self sustaining and cost approximately \$29,000 in FY 13. Camps fees cover all costs. School of Music faculty participate as available</li> <li>• Klassics 4 Kids. These concerts are presented regularly during the academic year by the School of Music to expose very young children to music. Parents with their children and Preschool groups are invited to attend. There is no cost associated with the Klassics 4 Kids program. Faculty and/or graduate students volunteer their time, approximately four hours of planning for every one hour of presentation</li> <li>• Academic Theater Season. 6 productions. All faculty and many students participate in the productions. \$31,350 production costs (includes \$18,000 activity fee, ticket sales, and gifts)</li> <li>• Mcleod Summer Playhouse. College allocated \$65,000. in-kind contributions of 2 months salary. \$75,000 gifts and ticket sales. 200 volunteer hours. Carbondale Community Art’s partners on one production</li> <li>• Arts-to-Go: Theater Department sends faculty to area high schools to help them with theater productions and provide workshops onsite. (For example, stage fight choreography for Robin Hood that played to 2500 elementary students; loan and set up scenery, lighting, costuming) In-kind volunteers</li> <li>• Drama Daze: Outreach program for area HS students in 100 mile radius come for a day of theater education. \$2,500. Entire faculty (9) participates for 2 full days</li> <li>• History Fair: Opportunity for middle and high school students to participate in a day emphasizing history with projects, plays, papers, websites, and various fun activities. 10 High schools and 20 middle schools from Southern Illinois experience the campus and present their work. Funding includes a state grant from Illinois Historic Preservation Agency \$2,500, with the remaining volunteer efforts of faculty, graduate students and undergraduate students from the Department of History.</li> <li>• Foreign Language Day: Over 1,000 area high school students come to campus to compete in the scholar bowl and participate in various cultural presentations. All faculty and graduate students participate.</li> <li>• \$4,500 (students pay \$4 to register)</li> <li>• Science Fair: Faculty participate as judges.</li> </ul> |
| <b>MCMA</b>    | <ul style="list-style-type: none"> <li>• School of Journalism weekend workshops result in books that are part of the Schools assessment plan</li> <li>• River Region Evening Edition outcome are daily live news broadcasts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Science</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <b>Medicine</b> | <p>See CE Report: College-wide programs [separate document]</p> <p>SIU School of Medicine established the Office of Community Health and Service in FY2013 to focus and enhance the school’s community engagement programs. This office succeeds the Office of External and Health Affairs, and is led by the Associate Dean for Community Health and Service.<br/> <a href="http://www.siumed.edu/community/">http://www.siumed.edu/community/</a></p> |
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**8. Partnerships:** Please select one or two of the most outstanding partnerships between the SIU School of Medicine and the Community. Please answer the following questions:

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| <b>Agriculture</b> | Not at this time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>ASA</b>         | Not addressed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Business</b>    | Not addressed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>EHS</b>         | <p><b>a. Learning centers (e.g. Head Start)</b></p> <p>C &amp; I – Eurma Hayes Center – donating books<br/>                 C &amp; I – Gum Drops – collecting food items<br/>                 C &amp; I – Angel Cove – collecting baby items, personal hygiene products and children’s toys and books<br/>                 WED - We have developed a new learning and testing center in our Nurse Aide Testing Center – we are in the process of seeking to collaborate with Pearson Vue – This center has been put in place by funds from the Nurse Aide Testing funds - and the impact of the center is unknown as well as the revenue stream at this point in time since it’s a new venture.</p> <p><b>b. Tutoring (e.g. I Can Read Program)</b></p> <p>C &amp; I – After school tutoring at Carbondale Boys &amp; Girls Club, Murphysboro Children’s Home &amp; Southern Illinois Migrant Council</p> |
| <b>Engineering</b> | <p>The College of Engineering (COE) is home to many outstanding Registered Student Organizations, some of which do perform valuable community service activities. For <u>example</u>, our –</p> <ul style="list-style-type: none"> <li>• Leadership Development Program (LDP) conducts very successful annual blood drives for the American Red Cross. The LDP also provided outstanding local community service following the 2010 flooding in Cairo, IL and the 2012 tornado in Harrisburg, IL.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |

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|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <ul style="list-style-type: none"> <li>• Engineers Without Borders (EWB) student chapter “strives to partner with disadvantaged communities to improve their quality of life through implementation of environmentally sound and economically sustainable engineering projects, while developing internationally responsible engineering students.” Their most recent project was a first assessment trip to El Sauce, Honduras in 2013.</li> <li>• Our outstanding student chapter of the National Society of Black Engineers (NSBE) annually conducts several community service activities. Last year they worked with the Boys and Girls Club of Carbondale to sponsor a “Safe Halloween” night and they are also conducted a street beautification project in Carbondale, IL in February. This year our NSBE student chapter collaborated with the City of Carbondale on running a Pumpkin Race.</li> <li>• Our Engineering Student Council (the umbrella RSO in our college) develops and runs annually an Engineering Days event where area high schools send over 400 students to spend the day getting hands-on engineering/science educational experiences. This event involves approximately 15 separate COE RSOs and five faculty.</li> <li>• Our college has also offered Engineering &amp; Science Camp for middle school girls (~25 this past summer) under the supervision of our Assoc. Dean Dr. Lizette Chevalier and three COE graduate students.</li> </ul> |
| <b>Law</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Liberal Arts</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>MCMA</b>         | <p>Please refer to attachment, “College-wide, Dept-Faculty/Staff involvement in Civic Engagement”, for detailed information.</p> <ul style="list-style-type: none"> <li>a. Learning centers (e.g. Head Start)</li> <li>b. Tutoring (e.g. I Can Read Program)</li> <li>c. Extension programs</li> <li>d. Non-credit courses: Summer camps for high school students: TV camp, News camp, Girls Making Movies camps. Sponsorship comes from the Illinois Broadcasters Association of \$5,000 per camp.</li> <li>e. Evaluation support</li> <li>f. Training programs</li> <li>g. Professional development centers</li> <li>h. Technology (e.g. TechDawgs)</li> <li>i. Cultural offerings (e.g. Southern Illinois Summer Music Festival)             <ul style="list-style-type: none"> <li>WSIU student-produced broadcasts; Big Muddy Film Festival; Community Cinema; Imagining Geographies;</li> <li>WSIU outreach programs – see detailed in the attached documents</li> </ul> </li> <li>j. Other (specify)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Science</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Medicine</b> | <p>See CE Report: College-wide programs [separate document]</p> <p>SIU School of Medicine established the Office of Community Health and Service in FY2013 to focus and enhance the school’s community engagement programs. This office succeeds the Office of External and Health Affairs, and is led by the Associate Dean for Community Health and Service.</p> <p><a href="http://www.siumed.edu/community/">http://www.siumed.edu/community/</a></p> |

**PL: Data Points / Requests 9 & 10 were only related to by Ag, ASA & Medicine .....others did not have these points on the forms sent to us.**

**9. 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?**

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agriculture | Not at this time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| ASA         | <p>The School of Transportation provides numerous outreach activities for the community in the form of informational tours of the Transportation Education Center and use of the Transportation Education Center facilities. Approximately 20 community tour groups are conducted each year and approximately 10 community groups have utilized the facility. Volunteer hours is approximately 80 annually. There is no budget allocation necessary for this service.</p> <p>The Department of Aviation Management and Flight does a significant number of community tours of the Transportation Education Center and other SIUC Aviation Facilities at Southern Illinois Aiport for schools, and community groups. Overall, we serve as many as a 800 to 1000 people in a year. The Aviation Ambassadors (an RSO) provide student volunteers to conduct the tours. We estimate that we work with as many as 40 to 50 different schools and community groups on these tours.</p> <p>H: ISAT’s TechDawgs and Security Dawgs student organizations provide computer assistance and security support to various community organization including: Carbondale Women’s Center; WDBX; PUKA Daycare; Expand Your Horizons and the Boys and Girl’s Club. In addition, faculty hold a community Cyber Security Day Competition for area high school and community college students; Build Your Own Android for middle school girls (a \$10,000 grant was awarded by Microsoft/NCWIT, and a clothes and toy drive for area children.</p> <p>Faculty volunteer to organize and facilitate this work. They are rewarded via the acknowledgement of service for tenure and promotion as well as points towards merit pay.</p> |

|              |                                               |
|--------------|-----------------------------------------------|
|              |                                               |
| Business     | Not addressed...nor listed in report document |
| EHS          | Not addressed...nor listed in report document |
| Engineering  | Not addressed...nor listed in report document |
| Law          | Not addressed...nor listed in report document |
| Liberal Arts | Not addressed...nor listed in report document |
| MCMA         | Not addressed...nor listed in report document |
| Science      | Not addressed...nor listed in report document |
| Medicine     | Not addressed...nor listed in report document |

*SIU School of Medicine collects and shares feedback and assessment findings with its community partners in a number of ways. The newly established Office of Community Health and Service (OCHS), along with the Community Health Policy Committee (CHPC), works with community leaders and organizations in assessing and addressing the community’s needs for community health and service programs. In FY2013, OCHS and CHPC began a 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 gather community needs assessment reports produced by other community organizations – including the community hospitals, other health centers, and social service agencies – and review these resources to identify opportunities for community engagement and collaboration.*

*Also in this program year, OCHS and CHPC enhanced the medical school’s community service website to improve its value to the community as well as to the school’s faculty, staff, and students. Work continues to establish a comprehensive data collection and reporting system to gather and report information about the medical school’s community health and service projects. In an important part of the reorganization that established the Office of Community Health and Service, SIUC’s Center for Rural Health and Social Service Development was reassigned to OCHS. The Center’s mission is to support the provision of services to enhance the health and well-being of communities and to reduce health disparities in the region, particularly its southern portion.*

*In addition to these activities, individual programs of the medical school engage relevant segments of the community, sharing feedback and assessments for mutual benefit. For example, the medical school works closely with its affiliated teaching hospitals in assessing and addressing community health needs in a variety of ways, including medical education programs and research activities. The Simmons Cancer Institute works with community health care providers and other cancer care experts. The school’s Center for Alzheimer Disease and Related Disorders established and utilizes a primary care network of physicians, clinics, and community hospitals around the state of Illinois who serve patients with Alzheimer’s disease and other neurological disorders. The Rural Health and Telehealth programs of the OCHS have extensive networks of community health care providers and social service agencies. In all of these cases, these relationships provide the basis of assessing community needs and engaging the community to address them.*

**10. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)? Please list citations:**

|              |                                   |
|--------------|-----------------------------------|
| Agriculture  | PL: Not addressed.                |
| ASA          | Not addressed or listed in report |
| Business     | Not addressed or listed in report |
| EHS          | Not addressed or listed in report |
| Engineering  |                                   |
| Law          |                                   |
| Liberal Arts |                                   |
| MCMA         |                                   |
| Science      |                                   |
| Medicine     |                                   |