

## **COMMUNITY PARTNERSHIPS**

### **Defining Community Partnerships**

According to Indiana University South Bend's Mission & Strategic Priorities document published in 1998, one of the campus priorities is to "develop and expand partnerships with the community." The document further explains the goal is to "strengthen existing partnerships and create new partnerships with schools, business and labor, government agencies, and other external groups."

The challenge to the Campus Directions Committee task force on Community Partnerships is to define the meaning of "community partnerships" and articulate the reasons for their importance to IU South Bend. Based on that, our task is to audit current partnerships and recommend priorities and new partnerships, including a strategic plan.

Strengthening community partnerships has been recommended by numerous focus groups during the past several years. IU South Bend is an important community resource and a public, tax-supported institution. Thus, we have a responsibility to form partnerships that benefit the community. In turn, the university benefits as such partnerships improve our image and expand our support base. In addition, we learn a great deal from partnerships about how to make programs/services more responsive to this community's particular needs.

### **The Planning Territory**

The community partnerships between Indiana University South Bend and the region that it serves is a complex topic. Consequently, the task force found it necessary to subdivide into

discrete elements in order to manage the process of auditing existing partnerships and recommending priorities and new partnerships. In examining this arena for purposes of auditing existing partnerships and recommending priorities and new partnerships, the task force decided to create the following three categories of such relationships:

- 1) Institutional;
- 2) Programmatic; and
- 3) Individual.

University-sponsored programs as the Office of Community Links and the Alumni Office are examples of institutional relationships that are unconnected to specific academic units. This category also includes the community's use of campus facilities, public lectures and performances, and other general, public services.

In the programmatic category, academic schools, colleges, and divisions enjoy strong, continuous and often vibrant relationships with their respective professional communities in the region. Internship programs in particular are a significant focal point of interaction between academic programs and the community. Through service-learning, students receive critical learning experiences while community agencies and organizations access important resources in the form of the skills, knowledge, and enthusiasm, which these students bring to their work/educational experience. This synergy of mutual interests creates a powerful force to ensure the well-being and continuity of these important partnerships. Examples of additional programmatic relationships include applied research by faculty themselves.

Community partnerships are becoming a greater priority for universities nationally. They are often defined as "outreach activities." A 1999 Michigan State report states, "Outreach

activities embody a set of institutional values related to the public university's responsibilities to guarantee that knowledge benefits the communities that support it."

Ernest Boyer defines the "scholarship of engagement" in relationship to research. He states in *Scholarship Reconsidered* (1990) that the "work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students." We agree that such partnerships must be serious, demanding work that requires research, including service-learning, community service that involves applied research, and pure service such as providing individual expertise on community boards and committees. While they are important, our definition of community service for purposes of this report does not include citizenship activities such as serving one's church, coaching a children's sports team, or leading a Scout troop.

Assessment is also a major consideration. Charles Glassick, Gene Maeroff, and Mary Taylor Huber state in *Scholarship Assessed*, a 1997 Carnegie Foundation report, that the challenge to the academy is to find criteria for reviewing outreach work that respect its special character while making academic sense at the same time.

They argue that the quality of outreach and public service can be evaluated by the same criteria the academy uses to judge other kinds of scholarly work, stating, "When people praise a work of scholarship they usually identify a staged sequence of activities, each of which embodies a familiar virtue: clear goals and adequate preparation; appropriate methods and significant results; effective presentation and reflective critique."

The individual category of community partnerships includes the activities engaged in by individual faculty, staff, students, and alumni, other than citizenship activities as described

above. Research consultations and memberships on boards and committees related to faculty and staff areas of expertise fall within this framework. These are listed in an appendix. Thus, it is apparent that IU South Bend engages in an extraordinary variety of community partnerships at all levels of activity. This document then will describe these relationships in some detail. This description will serve as baseline data from which to launch a strategic planning effort designed to articulate future plans and directions.

It is necessary to establish boundaries in this report in order to make it manageable. Such arenas as relationships with the international community and IU South Bend's image in the community are under the purview of other task forces. Activities such as most fund-raising campaigns and distance education are also considered by this task force to lie outside of its focus. As noted, due to their magnitude, individual partnerships are listed in an appendix. Another appendix gives examples of service-learning courses at IU South Bend.

### **General Recommendations**

This section is at the beginning stages of discussion. However, an executive summary by Campus Compact, a national coalition of college and university presidents committed to the civic purposes of higher education, states that the major challenges for faculty involvement in service-learning are "time and pressures on faculty teaching loads ... and a lack of common understanding of the concepts and models of service-learning." It is evident that these issues must be addressed if IU South Bend is to increase its commitment to community partnerships. To facilitate such partnerships, the Office of Community Links and UCET could work together to sponsor discussions and workshops on the topic of service-learning, as they have to some extent

in the past. These offices could facilitate grants, provide materials, and encourage a greater number of faculty to attend service-learning conferences off-campus. Community Links could provide examples of service-learning courses, such as those listed in an appendix to this report.

The Campus Compact summary also states that presidential (in our case, chancellor-level) support for service-learning is a key indicator of the institutionalism of service on campuses. It is recommended that the IU South Bend chancellor take actions to clearly support service-learning. That could include providing monetary rewards and recognition such as publicity and service awards, speaking publicly about service, and demonstrating service herself at the local, state, and national levels.

To encourage student participation, service-learning could be incorporated into core curricula or an optional credit added for a service component. Courses on service could be offered, and/or there could be a graduation requirement. Service-learning and volunteerism could be tracked as is course completion, with a transcript provided. Scholarships could reward community service, as some already do. A student organization based on service could be supported, as has been tried in the past. Changing work-study requirements (at the federal level), which increase the percentage of students that must participate in community work-study versus on-campus, will help to increase service. These could be better promoted by both financial aid advisors and the Office of Community Links, who could continue to facilitate and increase the number of community work-study placements.

What follows is a description of specific community partnership activities in the various institution-wide and programmatic areas at IU South Bend. Focus groups and other research will

be conducted and specific recommendations will be listed at the end of each of the following sections.

### **Partnerships with Other Academic Institutions**

Within the last six years, the Office of Academic Affairs signed formal articulations with Ancilla College, Ivy Tech State College (ITSC), Southwestern Michigan College, Vincennes University and the Community College of Indiana. These articulations guarantee the transfer of specific course credit to Indiana University South Bend (IUSB) if the student has earned a ‘C’ or higher grade in the course. It is important for IUSB to maintain and grow with the developing Community College of Indiana (CCI). With that goal in mind and the impending arrival of the CCI in South Bend, the offices of academic affairs at both ITSC and IUSB implemented the ‘Transitions Program’ in the Fall 2001. This program includes not only course articulation but also, links students to the IUSB campus through opportunities to use the IUSB Library, Student Activity Center, and e-mail accounts. The ‘Transitions Program’ also provides students deferred admission to IUSB the option of transferring to IUSB if they complete 12-15 hours of prescribed coursework at ITSC. ITSC, in turn, shares their graduation list with the Office of Admissions at IUSB.

Besides the formal agreements with the above community colleges, IUSB shares many informal relations with colleges and universities across Indiana, the mid-west, and the nation. The Indiana Committee for Higher Education is actively completing a statewide transfer grid that includes all public colleges and universities. Additionally, the Office of Admissions tracks transcript credit manually through a binder of course equivalences from universities across the

U.S.

## **Recommendations:**

### **Schurz Library Partnerships**

Current partnerships:

*Any Indiana or Southwest Michigan resident* can use IUSB Library resources, ask reference questions, obtain a borrower's card, or request Interlibrary Loan services.

An average of 10 to 15 area *high school classes* (including, but not exclusively, Advance College Project classes) come in each year to use the research materials at our Library. Most of the students are college bound juniors or seniors.

The Learning Resource Center is the only *textbook adoption site* for the area. Teachers, parents, and education students can preview the approximately 1,000 textbooks that are being reviewed for the area school corporations. The Indiana Department of Education provides funding for this service.

The IUSB Library is the area's only *federal government depository* in a public setting. Government publications are used by many in the local business community.

The Learning Resource Center conducts a *workshop each year for the Early Childhood Educators Conference* sponsored by the IUSB School of Education.

The IUSB Library is collaborating with the local chapter of the *Association of Fundraising Professionals* (formerly the National Society of Fund Raising Executives) to provide an affiliate AFP library.

The Library continues to host a *public speaking series*, which we began in 1997 and which are free and open to the public.

The Library holds a “*Food for Fines*” twice a year where overdue fines can be paid with non-perishable food items, which are then taken to local food pantries.

The Library faculty and staff recently committed to participating in at least one *service project* each year. For example, in November of 2001, they spent an afternoon helping at the Northern Indiana Food Bank.

The Library has offered *free Internet workshops* to the local business community, focusing on finding and using government information.

## **Recommendations:**

### **Off-Campus Programs**

The Office of Off-Campus Programs (OCP) administers credit courses offered at sites other than the South Bend campus. Off-Campus Programs serves approximately 700 students per semester in two locations, Elkhart and Plymouth.

Off-Campus Programs staff members participate in campus institutional partnerships as possible. For example, OCP shares a facility with the Purdue University School of Technology – Elkhart and assists Purdue with on-site business program placement testing and community events.

Programmatic partnerships include:

*School of Education:* Support and facilitate IUSB education courses offered in area Community Schools.

*IU Alumni Club of Elkhart County:* Partner in special events such as Indiana Day, Head of the Elk Regatta, Elkhart County 4H Fair, other joint IUAA of Elkhart County / IUSB OCP special events.

*IUSB Fine Arts Department /Off-Campus Programs:* Developed OCP site for Fine Arts: Drawing, Jewelry, Ceramics.

*IUSB Continuing Education:* support CE programming by providing facilities, assisting with set up, and promoting programs in the community.

*Ivy Tech State College Elkhart:* OCP provides Ivy Tech information at community events when appropriate, i.e. for nursing; OCP director gives a brief presentation at the Ivy Tech Elkhart graduation ceremony.

*Partnerships* exist between OCP and Elkhart Community Schools, Memorial High School, Central High School, Concord Community Schools

*OCP Advisory Board* in formative stage.

Partnership recently formed with the *City of Elkhart Human Relations Office, OCP and the Office of Campus Diversity.*

Partnership in formative stage with *Crossroads Technology, Plymouth Community Schools, OCP.*

Currently developing a partnership with *Goodwill Industries* providing internship opportunities for IUSB students.

Local partnerships are being developed to establish and expand *IUSB HPER courses* in Elkhart County.

In the first stages of building a partnership to enhance the relationship between IUSB OCP and *Ancilla College*.

## **Recommendations:**

### **Office of Community Links**

The Office of Community Links at Indiana University South Bend is a resource center for community partnerships. While these activities cannot be defined as academic or service-learning, nonetheless, they serve to connect the campus with our community. Currently, the office sponsors an annual Volunteer/Community Work-Study Fair, at which approximately 60 organizations annually recruit IU South Bend student volunteers and work-study students; tutor training for America Reads/Counts, with approximately 10 students trained per semester; placement of student volunteers and work-study students in after-school programs in the local school systems and at other agencies; an on-going partnership with Madison Elementary School featuring faculty, staff, and student speakers and activities; Make a Difference Day; United Way's Day of Sharing; and participation in the community's Christmas in April, renovating neighborhoods for disabled and elderly persons in the community. These volunteer days have attracted between 50-100 volunteers annually.

As noted, the Community Links office connects individual volunteers and community work-study students with non-profit agencies' needs. In addition to the Volunteer/Community

Work-Study Fair, the office utilizes a web site and other forms of advertising and recruitment methods to publicize opportunities and obtain volunteers. The office also assists agencies by involving students, faculty, staff, and alumni with fund raising activities such as Daffodil Days for the American Cancer Society, Big Brothers/Big Sisters Bowl-a-Thon, holiday food drives, and various benefit run/walks.

In conjunction with the IU South Bend Alumni Association, the Community Links office also works with faculty and alumni to develop citizenship skills in students, and to advocate in policy areas. For example, the office is working with political science instructors during the 2002-2003 academic year to involve students in the Alumni Association's legislative breakfast and State House visit, coordinating these and other activities with curricula.

### **Recommendations:**

While the Office of Community Links has focused on placing students in volunteer and work-study positions in the community, its goal is to expand in order to support service-learning and community service activities of other types. Further, the office would like to help encourage more faculty, staff, and alumni, along with students, to participate in community service and volunteerism. Potentially, the office could facilitate community partnerships by being a contact center, a "portal" for members of the community interested in identifying and accessing campus resources and forming partnerships. That service would need to be well-publicized and respected, both on- and off-campus, in order to be most effective.

### **Service-Learning Activities**

Currently, Indiana Campus Compact reports that IU South Bend offers only 11 service-learning classes, with seven faculty and 339 students involved. While we are one of the largest of the eight campuses in the IU system, that is the second lowest number of service-learning classes, according to reports. However, it is likely that reporting is not accurate, as Community Links is currently staffed only by a portion of the time of the Alumni Director and one bi-weekly staff member. It would take more time/staff to track and compile comprehensive information. (In completing this report, for example, numerous additional service-learning courses have been identified.)

Examples of existing service-learning programs that have been documented and reported on include Political Science professor Neovi Karakatsanis' class project with St. Margaret's House, a place for homeless women and children to go during the day; Sociology professor Scott Sernau's class involvement with the Center for the Homeless; SPEA professor Leda Hall's various student research projects for community and neighborhood development; and Psychology professor De Bryant's Advanced Lab in Community Psychology, involving original research for community agencies. Currently, Community Links supports such programs by notifying faculty of grant opportunities such as those available through Campus Compact, and providing relevant information about agencies and their needs. Further, the office facilitates the sharing of information about programs being done at other campuses. To the community, the very presence of this office serves as an indication of IU South Bend's commitment to partnerships.

Community Links is also working with political science faculty to facilitate citizenship activities. They are applying for a national Campus Compact grant to sponsor discussions, and

with the Alumni Association, will hold a legislative breakfast and trip to the Indiana State House including faculty, students, and alumni.

As another example of the way this office could be utilized, plans are to begin a service-learning partnership with the IU South Bend School of Education in the Fall of 2002, placing beginning students in area schools and agencies for a five-hour tutoring experience. This will be required in the curriculum and reflected upon in the classroom. Community Links' role will be as the liaison between the University and the schools/agencies, and a supportive office for managing paperwork for the School of Education.

Another program is planned in partnership with Goodwill Industries, wherein students are invited to participate in a "day in the life of a welfare recipient" experience. Community Links is contacting various faculty to encourage them to incorporate this into curricula. These are examples of ways in which this office might help to expand service-learning on our campus.

### **Recommendations:**

As noted, one goal of the Office of Community Links is to serve as a support center for expanding service-learning. However, it is believed that to do so will require a more formal, supportive academic structure including formal faculty leadership, incentives for students, either built into the curriculum or formally recognized and documented as an important part of their total educational experience, and incentives for faculty and staff to participate, in terms of rewards and recognition.

As noted, additional staff would also be needed if this office were to accurately and comprehensively track service-learning courses, respond to community inquiries, and provide

adequate support to faculty. In addition, it is recommended that a member of the faculty be compensated for working to promote and coordinate these courses among peers.

### **Partnerships for Diversity**

The IUSB Office of Diversity sponsors the following partnership initiatives:

*Conversations on Race:* This annual fall event features small group conversations on dozens of topics related to race, along with a prominent keynote speaker. It is attended by hundreds of individuals from the campus and community, and receives major publicity.

*Living Wage Conference:* A partnership with the IU South Bend Schools of Sociology, Business and Economics, and Labor Studies and IU South Bend's Office of Academic Affairs to discuss this topic of importance to our community.

*Hispanic Heritage Month:* An annual collaborative effort with the City of South Bend, WSBT-TV, Father Chris Cox of St. Stephen's Parish, the Latino Studies Department at the University of Notre Dame, and other Hispanic community representatives.

*Diversity in Religion Annual Conference:* A partnership with Temple Beth-El and the United Religious Community.

*Asian Heritage Month:* Activities are supported by members of the local Asian community.

*Black History Month:* IU South Bend works in partnership with African Americans who are members of community, civic and faith-based organizations support campus and community activities.

*AIDS Ministries/AIDS Assist:* A partnership for an annual World AIDS Day program.

*Table Talks:* We sponsor talks on diversity topics such as the Holocaust, with community organizations such as the prosecutor's office.

## **Recommendations:**

### **Office of Alumni Affairs/IU South Bend Alumni Association**

There are 25,000 alumni of IU South Bend, about 2/3 of whom live and work within 50 miles of campus. While it is outside the purview of this report to include most fund-raising activities as partnerships, the annual alumni scholarship campaign should be mentioned. Since its inception in 1997, this campaign has raised \$322,725, achieving a \$225,000 endowment. Fifty-two scholarships have been presented, including 14 to 2002 graduating high school seniors. There have been 18 corporate donors (\$3,500 or above level), and several hundred individual donors. Funds have also been raised through an annual Golf Outing, co-sponsored with IU Club of St. Joseph County, and the sales of bricks for the patio of the Student Activities Center. The program strengthens partnerships with donors by linking their name with individual scholarship recipients and inviting them to events to meet the recipients. While these scholarships have been awarded to honors students in the past, the program has been expanded to include a community service scholarship and may expand to include non-traditional student awards.

The Alumni Association's student recruitment committee utilizes alumni to participate in college nights and to mentor current students (for example, advising them about careers and interviewing skills during the annual IU South Bend Job Fair). The committee focuses on minority student recruitment, such as sponsoring an IU South Bend Night at La Casa, to educate

Hispanic families about higher education and IU South Bend, and non-traditional student recruitment, with plans to train a group of alumni in leading tours for this potential student market.

Alumni also participate in legislative lobbying, using their networks to contact state and federal legislators on behalf of the University. Approximately 20 alumni and students annually take part in the annual Hoosiers for Higher Education's State House Visit. The IU South Bend Alumni Association provides funding for busses and works with faculty to encourage student participation; political participation and lobbying are important aspects of service-learning.

Partnerships with the IU Clubs of St. Joseph and Elkhart counties further strengthen the outreach of alumni programming. Additionally, most schools and divisions, as well as African-American and Hispanic alumni, have alumni advisory boards and committees that plan constituent activities, and all constituencies with more than 500 graduates are represented on the overall IU South Bend Alumni Board of Directors.

### **Recommendations:**

The scholarship program should be maintained and expanded to involve a greater number of alumni and community members. Stewardship should be expanded to ensure communication with donors on a regular basis and to include them in campus events and programs. The State House Visit should be expanded to a program that encompasses voter registration, and incorporated more formally into courses related to government and politics. An increasing number of alumni need to be involved in the life of the campus through their schools/divisions as well as specific areas of interest.

## **Continuing Education Partnerships**

Major partnerships for Continuing Education include:

*Society for Human Resource Management (SHRM-Michiana Chapter):* Co-sponsorship of Professional Human Resource Management course to pass certification exams to receive PHR or SPHR designations.

*U.S. Department of Labor, Wage and Hour Division:* Co-sponsorship of workshops presented since 1994 on topics like FMLA, Wage and Hour Administrations, etc.

*Memorial Hospital of South Bend, Pharmacy Department:* In cooperation presents Pharmacy Technician Training, approved by Indiana Board of Pharmacy.

*Medical Management Resources:* In cooperation presents Medical Coding Specialist certification classes.

*Wharton School and the International Foundation of Employee Benefit Plans:* In cooperation presents Certified Employee Benefits Specialist (CEBS) programs.

*Wyncom and Fortune Magazine:* Co-sponsors the annual business teleconference.

*APICS, the Educational Society for Resource Management, Michiana Chapter:* In cooperation presents programs for the Production and Inventory Management Certificate.

*The South Bend Purchasing Management Association:* In cooperation presents the Purchasing Management Certificate and courses to help students prepare for *National Association of Purchasing Management (NAPM)* certification and for Certified Purchasing Managers to receive CPM points and pass exam. Member of the *Institute for Supply Management*.

*4C's, Step Ahead of St. Joseph County, Early Childhood Professional of Northern Indiana, School of Education:* Co-sponsors the Early Childhood Conference at IU South Bend annually. This conference serves 800 early childhood professionals in the area.

*The Memorial Center for Integrative Healing:* Co-sponsors an extensive program of Healing and Wellness classes.

*The Montessori Academy at Edison Lakes:* Co-sponsors a certification program for teacher trainers for ages 2 ½ -6. This program is accredited by the Montessori Accreditation Council for Teacher Education. Area Montessori schools serve as sites for student teachers.

*The Michiana Chapter of the American Society for Quality (ASQ):* In co-operation presents courses for the Quality Management Certificate and exam preparation for national ASQ exams. IU South Bend also serves as the site for ASQ certification exams.

*Institute of Reading Development:* In co-operation presents reading skills and speed reading classes for children and adults.

The Credit Certificate in Paralegal Studies works with the *Michiana Paralegal Association* and is a member of the *American Association for Paralegal Education*. The annual open house and faculty consists of local attorneys and paralegals. Students can use this certificate to enter any IU South Bend degree program. *Indiana Legal Services* recruits IU South Bend students to volunteer in the community.

*Mini-University* gives over 200 children for two weeks every summer a taste of our campus. Teachers of the program come from our faculty and many school systems in the area. To promote the program, we participate in fairs sponsored by organizations such as the O'Brien Center and HealthWorks! Museum.

*The Lincoln Symposium* presented national speakers to a national audience about Abraham Lincoln, in 2001 in conjunction with community events.

Trips to the *Stratford Festival Canada and the Civil Rights Tour* offer community members the experience plus expert faculty expertise.

**Recommendations:**

**School of the Arts**

NOTE: Lois Carder is providing.

**Recommendations:**

**School of Business and Economics**

Major partnership activities include:

*Volunteer Income Tax Assistance Program (VITA)*: Sponsored by the United States Treasury and School of Business and Economics accounting faculty, students provide income tax consulting to members of the community.

*HelpNet Program*: A partnership with Indiana University's Industrial Research Liaison Program which positions School of Business & Economics faculty in advisory roles with local high-potential businesses.

*Small Business Practicum:* A semester-length, credit-granting, learning arrangement that matches senior business students with local owners in small, growth-oriented small businesses for help with business plan preparation. Co-sponsored and administered with the Small Business Development Center and the Chamber of Commerce of St. Joseph County.

*Collegiate Business Assistance Program:* Offered through the Small Business Development Center, a joint program with all local colleges and universities that matches students with small local businesses for specialized research projects.

*Bureau of Business and Economic Research:* Provides a wide range of services to members of the area business community, included quarterly reporting of local economic indicators.

*Entrepreneurship Symposium Series:* A bi-annual speaker series offered to the local small business community, which focuses on starting and growing small businesses.

*Center for Economic Education:* Provides credit and non-credit education to local primary and secondary school teachers.

## **Recommendations:**

### **School of Education**

Major programmatic partnerships include:

*The Center for Global Education:* Promotes multicultural education and global awareness through the development and dissemination of curriculum materials, workshops for local educators, and collections of cultural artifacts. The target audience for the activities of the center

is schools in Michiana. Illustrative programs include the Cultural Awareness Program (CAP), Towards a Peaceful Conflict Resolution (TPCR), Treasure Chest, and International WebQuests.

*College Preparatory Program:* Promotes post-secondary education to economically disadvantaged youth. The foci for the program are increasing levels of academic preparedness, promoting financial planning for post-secondary education, and creating interest in myriad post-secondary educational options. Illustrative activities include visits to the IU South Bend campus for local students, content workshops in the areas of literacy and mathematics, and field trips to cultural and athletic events.

*The IU South Bend Early Childhood Conference:* Co-sponsored with IU South Bend Continuing Education, this annual event that provides in-service training to childcare workers, parents, and social service agents in the Michiana area. Attendance has grown steadily since the inception of the conference, and projected attendance for 2002 is 800 participants.

*The Counseling and Human Services (CHS) Conference:* Annual event that provides in-service training to mental health workers and counselors in the Michiana area. Projected attendance for 2002 is 200 participants.

*The IU South Bend Alcohol Task Force and Campus/Community Coalition (ATF/CCC):* Focuses on reducing underage drinking and on promoting responsible drinking. Task force members include IU South Bend faculty, local business owners, and social service agents.

*Advisory boards:* Provide input on curricula and on the impact of programs within the School of Education. Teachers, parents, and administrators from local schools comprise the advisory boards. The frequency of meetings varies across the programs, typically once a semester to monthly.

*The School Leadership Collaborative (SLC):* An initiative designed to develop future administrators for local school corporations. Members of the SLC include IU South Bend faculty and representatives from the Elkhart, Mishawaka, South Bend, and P-H-M school corporations.

*Partnerships with schools* are primary vehicles for delivering instruction to pre-service teachers. Students in the School of Education complete field experiences throughout their academic program. The field experiences follow a development trajectory and begin during either the sophomore or junior year. Partnerships have been established with the South Bend, Mishawaka, and PHM school corporations. Contingent upon enrollment, 110 to 250 students are placed in local schools during a semester. In addition to field experiences, students in the School of Education also complete a student teaching experience. During this period, a student spends 40 hours per week in a classroom. Contingent upon enrollment, 75 to 120 students are placed in local schools during a semester.

## **Recommendations:**

### **College of Liberal Arts and Sciences**

There are 14 departments within the College of Liberal Arts and Science. As stated in the introduction to this report, individual faculty members serve on numerous boards and committees within the community, representing a significant contribution. However, because of their magnitude, individual partnerships are listed in an appendix rather than within the body of this report. Examples of programmatic partnerships are discussed below. It should be noted that

in this College in particular, such partnerships are dynamic, created in response to discovered needs and discontinued or altered when that need no longer exists.

The most significant programmatic partnership of *Sociology/Anthropology* currently is a new one with the National Center for Great Lakes Native American Culture. IU South Bend is providing office space and will be co-sponsoring a conference next fall. The hope is that this develops into a long-term and more intensive partnership dedicated to the recovery, preservation, and dissemination of Great Lakes Native American Culture.

In *Psychology*, there are a number of courses that include service-learning components. One of the most clear involves De Bryant's community psychology courses that include a research component. The graduate program in psychology has a program evaluation course taught by Catherine Borshuk that partners with community groups to perform an actual evaluation for them. Department chair John McIntosh's suicide and depression class (P332; P390) as well as Tom Mawhinney's P324 (Abnormal Psychology) courses offer students the opportunity for class credit to undergo training to serve as hotline volunteers for the Community Resource Center's crisis intervention service. This provides much-needed volunteers to CRC and valuable information and experience for students regarding the kinds of mental health issues discussed in class. It is planned to extend this opportunity to additional sections of P324. Also in this department, Kathy Ritchie does research for local battered women's services.

Another important partnership in LA&S is the *Advance College Project (ACP)*, whose director is Mary Anna Dimitracopoulos. ACP provides major links with many local high schools in several disciplines. IU South Bend's ACP is the IU headquarters for state-wide training

programs in Biology and Political Science. In addition, our local ACP cooperates with training programs in Bloomington for other LA&S disciplines.

**Recommendations:**

**School of Nursing & Health Professions**

NOTE: Chris White will provide.

**Recommendations:**

**School of Public & Environmental Affairs (SPEA)**

The School of Public and Environmental Affairs at IUSB has long been committed to community outreach, and to conducting that outreach in multi-dimensional ways. SPEA's outreach includes both getting students and faculty involved in the community and making the community aware of what SPEA does academically.

*Academic Program:* SPEA's academic program has an inherent community outreach dimension. SPEA has traditionally maintained the largest (undergraduate) internship/practicum program at IUSB, and many of the classes have a strong service-learning component. In particular, every year Leda Hall has a class undertake research for the city of Mishawaka, and then present the results directly to the mayor. Barbara Peat regularly offers a seminar in mentoring juvenile offenders that includes, in conjunction with the Juvenile Justice Center, actually mentoring juvenile offenders. The MPA "capstone" course usually includes an evaluation of programs from various local agencies and organizations.

*Research and Service:* The School of Public and Environmental Affairs sponsors three applied research/service units that have a distinct community outreach focus. Many of the projects they undertake involve students.

*The Center for Population Health (CPH):* The CPH, under the direction of Kathy Vetter, is funded in part by a contract with Memorial Health Systems. Among other activities, it has undertaken an evaluation of the St. Joseph County Department of Public Health, and another study of minority health disparities in St. Joseph County. A symposium on health disparities will be held in March 2002.

*The Institute of Applied Community Research (IACR):* The IACR is directed by Leda Hall. It has undertaken an evaluation of the South Bend Housing Authority, and two federally funded programs administered by the South Bend Community School Corporation. It has also undertaken projects for the City of South Bend Community Development Program, the city of Mishawaka and the city of Elkhart.

Richard Metzcus is the Director of the *Center for Community and Institutional Research Services*. CAIRS focuses its efforts on survey research and recently has undertaken projects for Memorial Hospitals and the town of Bremen, Indiana.

In addition, SPEA maintains the IUSB-SPEA *Criminalistics Laboratory* that is occasionally made available to local law enforcement agencies for training. Also, some lab equipment is loaned to local agencies on an “as -needed” basis.

*Direct Outreach:* SPEA functions with a *Community Advisory Council*, composed of 24 individuals appointed by the Chancellor for rotating three year terms. Included on the SPEA CAC are physicians, lawyers, business people and others representing various components of the SPEA academic program (criminal justice, health care administration, etc.). The CAC meets twice a year (fall and spring) for a half-day.

SPEA also has an *Alumni Advisory Council* composed of 15 to 20 alums from all degree categories. It is the Alumni Advisory Council that sponsors the Annual Alumni/Community Dinner each spring, and selects the SPEA Alumnus of the Year. It also sponsors the SPEA High School Liaison Program.

*Pi Alpha Alpha* is the National Honorary Society for Schools of Public Affairs and Administration. At IUSB, PAA is a joint alumni/student organization that undertakes different projects, that includes selecting the winner of the annual Henry Ferrettie Public Service Award.

*Events:* SPEA sponsors three major events during the course of the academic year. In the fall, SPEA sponsors the Newman Lecture; at which major public figures are invited to speak. In the past, speakers have included Detroit mayor Dennis Archer, Presidential Assistant Ben

Johnson, and Indianapolis School Superintendent Pat Prichard. The Newman Lecture is often organized around a series of workshops or panel discussions.

In the spring, SPEA sponsors a *Criminal Justice Symposium*, which includes a panel discussion and a luncheon speaker. Luncheon speakers have included Indiana Supreme Court Justice Myra Selby, nationally known private security consultant Gavin DeBecker, the Commissioner of Corrections for Indiana, and Rubin Goldberg, nationally known police chief of Charleston, S.C.

The *Alumni/Community Dinner* is held each year in late April or early May. The 2002 dinner will be the 23<sup>rd</sup> in a row. It features prominent local speakers and its primary purpose is to honor outstanding faculty students and alumni. Attendance at this dinner is usually about 150, which always includes many people in the community as well as faculty, students and alumni. It is at this dinner that the Ferrettie Public Service Award is given to someone from the community with an outstanding record of public service.

*Faculty:* SPEA faculty are urged to become involved in the community at whatever level they feel comfortable. In SPEA it is possible to be granted tenure and promoted on the basis of excellence in community service. Many faculty serve on the boards of directors of different organizations. Others have particular “pet” projects they pursue, and still others serve simply as volunteers for different community activities. See the appendix for examples.

## **Recommendations:**

### **School of Social Work**

The part-time MSW program began on this campus during the academic year 1992-93. It is a part of a system school whose main campus is in Indianapolis and is covered by the accreditation of the whole school. It is currently the fastest growing of all the graduate programs at IU South Bend, having grown from 40 students to 100 students in the last four years. It now has the equivalent of five full-time faculty compared to two in 1998.

This report documents the current status and proposed direction of the School of Social work with regard to its relationship to the community and region. Like professional schools in general, there exists a strong, continuous, and interdependent relationship with these communities. More importantly, field education is a centerpiece of these relationships in which our students spend a total of 960 hours in two different agencies during their tenure. These students are supervised and evaluated by assigned field instructors who receive training from the field coordinator. The school has relationships with approximately 75-80 agencies in the Michiana area. These experiences are further reviewed through the mechanism of liaison visits. All faculty, including the director, conduct such visits with all students in field, which totals 65 students this spring semester (2002). Additionally, the director meets with a community advisory board consisting of 14 members representing major agencies in this area. They provide consultation regarding various challenges posed by administering this program. Other programmatic activities in these relationships include the publication of an alumni newsletter twice a year, student recruitment activities, job placement, and involvement in the regional body of the National Association of Social Workers.

In addition to these institutionalized efforts, individual faculty also reach out to the community as part of their service requirement. The director, in particular, has reached out to the

ethnic communities in South Bend through his involvement in the Weed and Seed program, which has brought together representatives from the law enforcement and social service sector to fight crime and build community resources in the Western Avenue corridor of South Bend. In addition, he has provided research consultation to the South Bend Heritage Foundation, a major African-American agency, AIDS Ministries, and the Homeless Center. Additional individual activities are listed in the appendix.

**Recommendations:**

The MSW Community Advisory Board outlined the following plan that includes a series of steps that can be taken to strengthen its relationship with the community, with the intent of implementing them by Fall 2007.

1. Continue development of division web site to create links to community agencies.
2. Develop alumni organization (currently produce an alumni newsletter).
3. Partner with community in local and regional events, workshops, etc.
4. Integrate more community speakers into course content.
5. Develop continuing education programs for the community.
6. Develop and implement fundraising strategy for the division.
7. Sponsor yearly political events highlighting social issues related to social work.
8. Build on foundation established in community activism and community research.
9. Further develop training programs for both new and experienced field instructors.

## Indicators of Success

Xx

### References

Boyer, Ernest L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

Glassick, Charles E., Mary Taylor Huber, and Gene I. Maeroff. 1997. *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass.

Michigan State University. 1999. Institutional Indicators for Outreach: Beyond Counting, June.

## **APPENDIX A: INDIVIDUAL COMMUNITY INVOLVEMENT:**

### **Cathy Alwine**

Special Events coordinator, Foundation of Saint Joseph Community Hospital-Mishawaka; board member-Hannah's House; past president, Pi Alpha Alpha; member, Tri Kappa, Epsilon Lambda Chapter.

### **Lori Balmer**

*Lecturer and Clinical Coordinator, Radiography*

Volunteer at Horizon Elementary School, Michiana Soccer Association, and with the Girl Scouts Singing Sands Council.

### **Earl H. Bruning**

*Associate Faculty, School of the Arts*

Conductor and Music Director for Michiana Concert Band; sing with Vesper Chorale and with South Bend Chamber Singers; Assisting Minister and musician at Christ the King Lutheran Church; serve as occasional musician for other area churches.

### **De' Bryant**

*Associate Professor, Psychology and Director, Social Action Project*

Very Special Arts (South Bend and Durban, South Africa): conducting arts education workshops with youths 9-14; producing a series of "found art" public information banners about living with disabilities. Partnerships in social justice activities with the following organizations in the United States: Grace Community Center, South Bend; D.R.U.M. (a youth-serving program), South Bend; Center for the Homeless, South Bend; First Presbyterian Church, South Bend; Brookview School (a K-7 school), Benton Harbor, MI. Partnerships in social justice activities with the following organizations in Durban, South Africa: Ningizimu School for the Severely Mentally Retarded; Very Special Arts of KwaZulu-Natal province; Gay Rights Watch. Member of the Board of Directors of the South Bend Heritage Foundation.

### **Christine Chmielewski**

*Acting Advisor, General Studies Degree Program*

Member SPEA Graduate Student Advisory Committee.

### **Karen J. Christopher**

*Assistant Director, Liberal Arts and Sciences Advising Center*

Member of the Board of Directors for Big Brothers Big Sisters of St. Joseph County

### **Louise Collins**

*Associate Professor of Philosophy*

Vice-Chair of the Step Ahead Council for St Joseph County.

### **Sarah Cooke**

*Director, Off-Campus Programs*

Created by Community Partnerships on 7/1/02

Indiana University Alumni Club of Elkhart County, Vice-President; Member: Regatta Committee, Corporate Sponsorship Committee, Special Event Committee, Elkhart Chamber of Commerce: Education Committee Member, participate in Chamber events; Plymouth Chamber of Commerce: participate in Chamber events; United Way of Elkhart County: Community relations work with agency directors; Elkhart Noon Rotary: Member, Program Committee, Entertainment Committee; Elkhart Concert Club: Board Member, Elkhart Center Volunteer: Jazz Fest, Bike Nite; City of Elkhart liaison with city departments; YWCA Salute to Women: Nominate student and volunteer for event; member of the boards of St. Thomas the Apostle School, Indiana Lakeland Girl Scouts, and Leukemia Society.

**Patricia B. Dees**

*Interim Director of Affirmative Action*

Sunnyside Presbyterian Church, P.E.O. Chapter DZ in South Bend, St. Joseph County Bar Association, Indiana State Bar Association.

**Carolyn Fermoye**

*Program Manager, Continuing Education*

Board Member of Goodwill Industries and chair, sales subcommittee.

**Patrick J. Furlong**

*Professor of History*

Member, Humanities Education and Outreach Committee of the Northern Indiana Center for History; Member, Advisory Board, Ruthmere, an historic house museum in Elkhart.

**Jennifer Good**

*Director, Foreign Languages Resource Center*

Member of the Education and Evangelism committees at Evangel Heights United Methodist Church, South Bend; Potawatomi Zoo docent and volunteer.

**Joyce Graybill**

*Advisor, Off-Campus Programs*

Board member, United Way of Marshall County.

**Janet B. Hall**

*Adjunct Lecturer in Mathematics*

Board member, Scholarship Foundation of St. Joseph County.

**Leda Hall**

*SPEA faculty*

Member of the board, Housing Assistance of St. Joseph Co.; member, Family Self-Sufficiency Council, SB Housing Authority; member, Local Government Finance Tax Force, Chamber of Commerce; consultant, Learn.fun Program, SB Community Schools; consultant, Get the Lead Out, Muessel School Project.

**Diana Hess**

*Program Manager, Continuing Education*

President and board member representing IU South Bend SPEA, NRTSC (Neighborhood Resources and Technical Services Corporation): a board serving neighborhoods, staff support provided by the South Bend Community and Neighborhood Development Paralegal Studies Advisory Committee, comprised of area attorneys, paralegals, and IU South Bend faculty; serve on the boards of the South Bend Area League of Women Voters and the IUSB chapter of Pi Alpha Alpha.

**John Hundley**

*Director, Human Resources*

Goodwill Industries of Michiana, Business Advisory Council; committee on Labor Management Relations.

**Barbara J. Keith**

*School of Nursing*

Court Appointed Special Advocate (CASA), train new CASA volunteers.

**Linda Lucas**

*Bursar*

Volunteer at Little Flower Catholic Church, member of the Liturgical Commission, the RCIA team, the Art & Environment group, and the Supper Club; also a Eucharistic Minister.

**Richard Mah**

*Teaching Assistant, Continuing Education*

American Red Cross: CPR instructor, First Aid instructor, First Aid station volunteer; REAL Services Advisory Council; National Ski Patrol: Swiss Valley Ski Patrol, Indigian Nordic Ski Patrol, Soldier Hollow Olympic Ski Patrol, Birkiebner Ski Patrol.

**John McIntosh**

*Professor of Psychology*

Advisory board member, Retired Senior and Volunteer Program, St. Joseph County, IN. Member, Board of Directors, Community Resource Center, South Bend/St. Joseph County, IN. Trainer and Presenter, annual Yellow Ribbon Youth Suicide Prevention Program, to local schools and school personnel, October (2-day event), sponsored by the Community Resource Center.

**Jeanie Metzger**

*Assistant Director, Alumni Affairs*

Volunteer for Safe Station in South Bend, Youth Services Bureau (pick up teens at certain safe stations and take them to the Shelter).

**Thomas Miller**

*Dean, School of the Arts*

President of the board, South Bend Heritage Foundation; board member, South Bend Regional Museum of Art; board member and past president, Near West Side Neighborhood Organization; board member and past president, West Washington and Chapin Revitalization Project, Inc. (WWCRP); member, Downtown Design Project; board member, Firefly Festival; board member and past president, South Bend Youth Symphony; board member, Urban Arts.

**Paul Newcomb**

*Director, MSW Program*

Member of the Boards of Directors of the following organizations: American Red Cross (chair of their Disaster Services Committee), Dismas House, and the Phoenix Project. Member of UCAADA (United Community Against Alcohol and Drug Abuse) and participant in Project Nova (which is overseeing the Weed and Seed program). Provided research consultation to the Aids Ministries in a Ryan White grant; submitted a grant on behalf of the South Bend Heritage Foundation.

**Jean Perrin**

*Program Manager, Continuing Education*

Chair, Quality and Training Council, Step Ahead of St. Joseph County; member, Business of Kids Committee, CONNECT; member, Local Government Council, Greater Elkhart Chamber of Commerce.

**Joann Phillips**

*Director of Alumni Affairs and Community Links*

President, CAVCO (Community Association of Volunteer Coordinators), member of the boards of directors for Healthy Communities Initiative (HCI), Step Ahead Council, and the YWCA of St. Joseph County, served on United Way of St. Joseph County funding panel for 2002.

**Christine Pochert**

*Associate Faculty, Social Work and School of Business and Economics*

*Substance Abuse Prevention Coordinator, South Bend Schools*

Treasurer, Dream Team For Unity, Mentor Program; member, board of directors, Friends of the Library; chair, Drug Free Council, Healthy Communities Initiative; chair, Youth Development Commission; IUSB Diversity Committee; IUSB Substance Abuse Community Council; Women's Alliance, chair, Mentoring Committee; STQP, Stop Tobacco Quit Project, Healthy Communities Initiative; Governor's Task Force, Safe and Drug Free Schools; DARE, secretary, board of directors; UCAADA (United Community Against Alcohol and Drug Abuse).

**Kristen Reza**

*Associate Director, International Programs*

Volunteer with Big Brothers Big Sisters; Big Sister to a 10 year old girl.

**Debbie Richards**

*Director, Contacts and Projects Development*

Created by Community Partnerships on 7/1/02

Member of the board of directors, Minority and Women's Business Development Council;  
Member Institute for Supply Management, South Bend.

**Michele Russo**

*Director, Schurz Library*

Member of the board of directors, Arthritis Foundation, Indiana Chapter, Northern Branch.

**Susan Taylor**

*Visiting Associate Professor*

Volunteer as a lawyer for prisoners doing post conviction relief petitions for people serving time in prison, and other legal work for those in need (including divorce and custody cases).

**Monica Tetzlaff**

*Assistant Professor of History*

Member of the board of directors of the Urban League of South Bend and St. Joseph County; chair the Youth Development Committee; work with the NULITES, the youth group of the League.

**Alberto Vitale**

*Adjunct Lecturer in English*

Volunteer at the Leighton Center in South Bend, helping to teach fundamentals of computers to senior citizens

**David Vollrath**

*Business & Economics faculty*

Business Development Corporation, board member.

**Linda Young**

*Education, Interim Director of Student Teaching*

Member of steering committee for Michiana AIDS Walk 2001; CONNECT, St. Joseph County Coalition for Educational Success, Education Council member.

## APPENDIX B

### Samples of IU South Bend Service-Learning Courses:

**Course:** Y101, Principles of Political Science (3 cr.)

**Instructor:** Neovi Karakatsanis

**Number of Students:** 35 (Fall 2001), 14 (Spring 2002)

**Number of Hours Required:** 15 hours of service over the course of the semester

**Names of Partner Agencies:** Center for the Homeless, St. Margaret's House, Charles Martin Youth Center, Hope Rescue Mission, the Salvation Army, Faith Rescue Mission, Broadway Christian Parish, St. Joseph County Prosecutor's Office, St. Paul Bethel Baptist Church Soup Kitchen, Home Management Resources, Indiana Legal Services, Hamilton Adult Learning Center, Food Bank of Northern Indiana, La Casa de Amistad, YWCA of St. Joseph County, YWCA of Elkhart County, and the Window Community Volunteer Center (Goshen).

**Course Description:** (General Description) This course asks students to think systematically about familiar political ideas, institutions, and processes and discusses the various ways in which political scientists study them. It explores these political phenomena in the United States, as well as in other countries and in the international community, with more emphasis on raising interesting and important questions than on finding answers to them.

(Dr. Karakatsanis' additional course requirements) A major component of this course will be an off-campus class project that you will be asked to take on. The project will entail a community service component where you will volunteer fifteen hours of your time and service to a local community center. While there, you will be involved in both serving the community in which you are a member and learning about the people you serve, hearing their stories, and sharing some of your own thoughts and experiences with them. After completing the project and reflecting upon what you have learned, you will be asked to write a paper about your experiences and thoughts, incorporating key concepts discussed in class into your work...In addition to the paper, five journals are written and turned in on a regular basis.

**Courses:** B251: Life Span Development Practicum; B245: Health Assessment: Practicum; and B249: Science & Technology Nursing: Practicum.

**Instructors:** Patricia Pierce and LuAnn Woodrick

**Number of Students:** 36

**Number of Hours Required:** each student did approximately 5 hours

**Names of Partner Agencies:** Brentwood of Niles, Memorial Hospital Breast Center, Memorial Hospital Arthritis and Osteoporosis Center, The Montessori School of Elkhart, Saint Joseph Grade School, the IUSB Children's Care Center, and the South Bend Montessori School.

**Course Description:** These are clinical/laboratory courses where students work with clients to better understand developmental issues, health assessment and skills.

The 4<sup>th</sup> semester students also conducted a Pediatric Health Fair and a Geriatric Health Fair.

