Chapter 5

Criterion 5: Engagement & Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Indiana University East is somewhat unique in that it was founded through a grass-roots movement within the community. The campus grew out of an extension established at Earlham College that was operated cooperatively by Earlham and Indiana University. In 1967, the arrangement was expanded to include Purdue and Ball State Universities and the extension became the Eastern Indiana Center of Earlham College.

Since that time, there have always been close links between the campus and its constituencies, which include students, area citizens, businesses – for profit and non-profit, faculty, and staff. It is difficult for the campus to separate the programs and events in such a way that would indicate the value to its constituents as separate from the University. The nature of the relationship between the campus and the community is a symbiotic one – a partnership in which the benefits to each create a dimension of the identity in the other. Without the campus, the opportunities for intellectual, cultural, and economic growth in the region would be limited, and without the variety of constituents that the Indiana University East relies on, the ability of the campus to nurture a diversity of ideas and talent to the region is lost. IU East’s engagement with the region “results [in] mutual benefit” for the campus and its constituencies, as Core Component 5a advises. To ensure that the partnership functions to nurture this growth, IU East’s focus remains on the needs of the community and the region.

Through the establishment of a variety of programs and entities, including service-learning, campus and school advisory boards, the Alumni Board of Directors, campus activities, Mindful Explorations, SIFE, the Whitewater Art Competition, and others, IU East has demonstrated a diverse commitment to meet as many of the intellectual, cultural, and economic needs of the community as it can. While some opportunities are extracurricular in nature and passive in the sense that the community is invited to attend, the campus has endeavored to integrate as many curricular and co-curricular opportunities for the benefit of students and for the community as possible. IU East has always held a special connection to the community it serves and continues to build on those connections and relationships in a variety of ways. It is a commitment that is focused on the diversity of needs within the community and which is emphasized within the mission:

*Indiana University East values a diversity of backgrounds, experiences, and intellectual perspectives among its faculty, staff, and students and in its contributions to the cultural and economic development of the communities it serves.*

To this end, IU East has developed opportunities for students, staff, faculty, and the community to interact in ways that are beneficial for the campus and the community. In keeping with the
mission documents, the central focus is on how to ensure that the students are engaged in the culture, the issues, and the economic development locally, regionally, and globally.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Indiana University East learns from its constituencies in both formal and informal ways and is proactive in seeking out this information. Whether through advisory boards for the campus and the Schools or systematic surveys of students or employers, Indiana University East is committed to serving the needs and expectations of its constituencies.

Communicating with Our Constituents

Boards

As noted above, the mission of the campus drives the relationship with IU East’s constituents, and the campus has developed specific strategies to ensure that it knows what the needs of its constituencies are. A significant method for learning and understanding the needs of the campus’s constituencies is through the IU East Board of Advisors. The purpose, responsibilities, and membership of the IU East Board of Advisors were redefined in 2009-10, so that the board could play a stronger role in providing input to the campus. Several key organizations were identified, and their top executives were invited to be on the Board. The list of organizations that they represent includes the Chamber of Commerce, the Economic Development Corporation, the Community Foundation, and others.

The Board’s charter includes the following responsibilities:

- To provide counsel to the IU East Chancellor and to be advised by the Chancellor on matters of priority relating to the growth and success of IU East
- To provide input on the campus’s role and activities in the economic development of the region, relating campus priorities to community needs, specifically to business and industry
- To advocate for IU East and help strengthen relationships among IU East and its many constituencies, including, but not limited to, other area educational institutions, key community businesses and organizations, and state and local government
- To recommend educational, research, and public service activities appropriate to the role of IU East
- To review and advise on issues important to IU East prior to their submission to the Indiana University Board of Trustees or to the Indiana Commission for Higher Education

As part of its new, more active role, the IUE Board of Advisors identified a group of working committees to help advance the mission of the campus:
• **Alumni Association Board of Directors**: The IU East Alumni Association is dedicated to connecting alumni and serving IU East. Through a variety of activities, programs, and services, the Alumni Association strives to actively engage alumni in the growth and success of the campus. The board furthers the mission of IU East with its work in the areas of advocacy, advancement, and admissions.

• **Art Advisory Committee**: The purpose of this committee is to further the IU East arts mission of enriching lives by creating a culturally stimulating environment through arts experiences and education. This includes identifying ways to bring new art exhibitions to IU East and to build its permanent art collection.

• **Corporate and Community Outreach Committee**: The purpose of this committee is to identify ways that the university can bring its resources and/or expertise to address community problems or issues, thus increasing the awareness and impact of the campus throughout our service region, and to find ways to improve and expand the university’s relationships with business, industry, and the communities it serves. This is a newly formed committee that will be directly involved with the implementation of the biennial survey, identified under the “Action Items” in the Strategic Plan under Excellence in Civic Engagement and Community Involvement. This has been discussed with the leadership of this committee, and it will play a role in the implementation of this survey. The survey itself is still under development.

• **Development Committee**: The purpose of this committee is to develop strategies and programs to maximize opportunities to generate private support for the campus from individuals, foundations, and corporations and to engage the entire board in the development process.

• **Government Affairs Committee**: The purpose of this committee is to develop and maintain awareness of legislative issues as they relate to higher education, to communicate with state legislators as needed to encourage support of IU East, and to strengthen relationships between the university and city and county governmental units.

These committees are relatively new and many have not met yet; however, this is a structure that promises to develop significant input on the development of the campus.

As an example of the integral role that the Board plays and the expectation that IU East has for the community to assist in determining the direction of the campus, the Board had an opportunity to comment and suggest revisions to the mission documents before they were adopted.

In addition to the IU East Board of Advisors, Schools also have their own advisory boards that include external members who are leaders in the disciplines of the School or have a stake in the programs that are offered. These Boards serve to assist the Schools in defining community needs that will inform programmatic and curricular development, identifying fundraising sources, and advising the Deans as needed. The Schools of Nursing and Education have long-standing Boards. The School of Humanities and Social Sciences and the School of Natural Science and Mathematics formed boards within the last two years and have begun meeting. The School of Business is in the process of creating a board.
The Chancellor

A key responsibility of any Chancellor is knowing, understanding, and interacting with the constituencies that the institution serves. The IU East Board of Advisors is clearly a formal way for him to communicate with external constituencies. Chancellor Paydar also fosters dialogue with his internal constituencies as well. He meets with the Schools, Professional Council, and Staff Council each semester in open dialogue to hear and discuss concerns of the faculty and staff. In conjunction with the Student Government Association (SGA), the Chancellor and the Office of Campus Life host “Chat with the Chancellor” sessions for students throughout the year. As an outgrowth of those sessions, the Chancellor became the first university president or chancellor in the country to use Twitter (www.twitter.com/Paydar) in an effort to keep in touch with constituencies who rely more heavily on contemporary social networking tools. (IU Home Pages article) This has reinforced a leadership style that is transparent, innovative, and engaging.

The campus and the Chancellor are proactive in scanning the environment for information about what IU East’s constituencies see as the role of the campus. The Chancellor hosted a series of “informational sessions” on campus in the fall of 2008, with a variety of community leaders to share and solicit feedback on IU East’s proposed mission and vision, plans for growth, and regional impact. More than one hundred community leaders attended the series through a dozen sessions. (Chancellor List of Attendees) These community leader “Chat With the Chancellor” sessions have continued as very small groups (4-5 people) who are invited to participate in information sharing and discussion of issues important to IU East’s relationship with the community. These chats are held frequently, initiated either by community leaders or by invitation of the Chancellor.

To keep external constituencies informed of happenings on campus, each semester the Chancellor sends a newsletter, “Notes from the Chancellor” to alumni, donors, and community leaders.

Other Avenues of Communication

Learning from one’s constituencies is more than bringing them to campus and discussing needs outside the context in which those constituencies work and live. There is also much to be learned and gained from the involvement of staff and faculty in the community. Many staff and faculty serve on boards in the community, bringing their expertise to assist in helping the community grow. Faculty and staff have participated in Rotary, the Richmond Symphony Board, the Reid Hospital Board, and the Richmond Civic Theatre Board. An examination of faculty vitae will show a plethora of involvement in the community. This experience not only takes the expertise of IU East into the community but it also enriches the faculty and staff experience in the community, allowing the institution as a whole to better understand what the community needs are. In this sense, understanding community needs means taking an active role within the community in which faculty and staff live and work. The university is not a separate entity, solely attempting to assist in the progress and growth of the region; it is an integral player within the community directly connected to the region’s future.
Data Collection about the Community

National Center for Higher Education Management Systems (NCHEMS)

In addition to the less formal methods of collecting information on the constituents described above, IU East also uses NCHEMS reports to determine aspects of our role with internal and external constituents. In 2007, the NCHEMS report showed that the population in the region was declining faster than the rest of Indiana. In addition, this report indicated that only 7.6% to 17.4% (depending on the county) of adults between 25 and 64 in our region held baccalaureate degrees or higher. These data present an opportunity to contribute to the 2020 statewide goal of 10,000 additional baccalaureate graduates each year. Recruiting these adult students will also increase the educational employee base, which may assist in attracting businesses to the region and counteracting the loss in population. The establishment of a retention plan and the addition of an Institutional Research Office are first steps toward improving graduation rates and adding to the number of baccalaureate degrees in the state. (NCHEMS 2007)

Economic Benchmark Report

Indiana University East and the Wayne County Foundation partnered in 2009 with the Indiana Business Research Center (IBRC) at Indiana University’s Kelley School of Business to compile a report on community and economic benchmarks. The Economic Benchmark Report compares the Richmond area to both a national and a statewide set of peers on a wide range of indicators, ranging from per capita personal income to industry concentrations to area demographics. (Economic Benchmark Report) The purpose of the report is “to serve as a platform from which Richmond’s policy makers, community organizations, business leaders and the general public can build a consensus for community and economic development” (p. 2) and to serve as a basis for uniting the community toward the common goal of economic prosperity. The Business and Economics Research Center (BERC) under the sponsorship of the IU East School of Business and Economics, in collaboration with other organizational and community partners, will continue to generate and maintain information and data on a number of these economic indicators over time. As a result, Indiana University East and the entities identified above have raised the level of awareness in the community with respect to critical economic factors.

Educational Needs

IU East recognizes its importance to the region and to its constituencies. In that regard, the ability to continue to serve the citizens within the region over the past ten years and into the future, ironically now depends and will continue to depend on the ability to grow programs aimed outside the region. With a declining population in Wayne County (the primary source from which the campus draws its students), it would be impossible to grow or even maintain enrollment without identifying additional constituents. (NCHEMS 2007) Indiana University East came to the realization that there was a need to find a new constituency to survive and established a significant online presence that has continued to grow and evolve. In addition to students from outside the area, many who cannot afford the commuting costs have taken advantage of the online offerings and our seven degree completion programs. Through our
online programs and courses, we are able to meet the growing need in the region for students, on a very practical level, to save on travel costs and also to attract students outside our region interested in particular programs.

As a result, a small percentage (approximately 10%) of IU East’s constituency has been redefined in the last few years and is no longer necessarily part of this region. As more people search globally for an affordable, quality online education, the online offerings have become a significant option for people within and outside the region. IU East student constituencies now include a regional as well as an online community. Both are vital to the welfare of the campus and to the growing educational capital in the region; therefore, it is important to meet the needs of both.

Since 2002, the educational needs of the region and the state have changed dramatically, driven by mandates from the Indiana General Assembly and the need to increase the number of baccalaureate degrees awarded in the state. In that effort, the State created the Indiana Community College System (Ivy Tech Community College). All of the regional campuses have understood that in order to award more bachelor’s degrees in the state, they would largely come from the regional campuses. IU East was the first regional campus to retire all of its associate degrees, leaving that responsibility to the Community College. In addition, we were the first to suspend all remedial education.

With these realignments, IU East has been able to reallocate resources to respond to the greater educational needs of the region in terms of both baccalaureate and masters offerings while creating stronger connections within the region. Data gathered in needs assessments have supported the development of new baccalaureate and masters offerings in recent years.

In addition to onsite expansion in response to regional academic needs, IU East has responded to needs in other areas as well. The Lawrenceburg location was added because of an expressed need in the far corner of southeastern Indiana where there is no four-year public institution. As a result, IU East and Ivy Tech Community College of Southeast Indiana in Lawrenceburg have partnered to offer a variety of bachelor’s degree completion programs as well as the Master of Science in Education. Sites in Connersville and New Castle represent longstanding commitments to those communities, and the Danielson Center (New Castle) will soon house three degree completion programs (two to be launched in Fall 2011 and one in approval process). In this way, as our constituencies shift, the campus finds the capacity to meet the needs of its constituencies in an expanded service area.

Evaluation

Strengths

- The faculty and staff actively contribute to community organizations.
- Input from our constituencies assists in decision-making on the campus.
Opportunity

- The new advisory boards for the Schools of Natural Science and Mathematics, and Business and Economics, need to be brought quickly into active engagement with the campus and its programs.
Core Component 5b: The organization has the capacity to engage with its identified constituencies and communities.

The capacity to meet the needs of Indiana University East’s constituents is directly connected to the unique position of the campus. IU East is the only bachelor’s and master’s degree granting, non-residential, commuter campus in the country that is situated in such a sparsely populated service region. Because of this, the development of its capacity has been reliant upon its ability to reach out to its constituencies. Early in its history, the campus established a site in Connersville. IU East now has additional sites in New Castle, Lawrenceburg, and Madison, Indiana extending services to students in the south and certain central portions of the state as well as west-central Ohio where the opportunities for bachelor’s and master’s education are limited. (IU East Service Region Map) At the request of Good Samaritan Hospital in Dayton, Ohio, the IU East School of Nursing offers the RN to BSN program to meet the needs of employees at that location. Online courses and programs became a natural extension of IU East’s services to students who find it difficult to make it to any IU East site on a regular basis, especially with the rising cost of commuting. The campus’s ability to create these sites and to offer online coursework and programs has substantially increased convenience and access to higher education in the region. As a result, IU East recognizes the importance of reaching out and meeting the needs of the communities it serves in a variety of ways. The following evidence will delineate the programs and opportunities for our constituencies based on the campus’s identified capacity and the dynamic needs of the region.

Service-Learning

IU East has had a committed service-learning program that connects students to the community for many years. When service-learning was first developed on the campus, it was through a few faculty who tied volunteer opportunities to their courses. As the number of faculty and area organizations interested in participating grew, the need to find the capacity to commit to service-learning became a priority. A service-learning office was developed and staffed by faculty. However, the office could not meet the demands, and it was clear that the duties of a faculty member would not allow for the community outreach that was needed. The hiring of a new Experiential Learning Coordinator in 2010 helped increase IU East’s capacity for service-learning endeavors and enhance their effectiveness.

As participants in service-learning, students engage in structured community service and reflect on the meaning of that service. There are numerous service-learning opportunities and events at IU East, often associated with an academic course but always dedicated to nurturing the idea that a responsible citizenry gives back to the community. As a result of the identified need and the identified capacity in IU East’s service-learning programs to meet that need, students work with community partners to define a service, engage in an organized service activity that meets identified community needs, reflect on the service activity in order to demonstrate successful accomplishment of identified learning objectives, enhance their understanding of the community, and strengthen their sense of civic responsibility and philanthropy – the key difference between service-learning and volunteerism.
Community organizations are partnered with the Center for Service-Learning to provide service opportunities in conjunction with courses and co-curricular activities. If organizations are interested in becoming involved, they can contact the Service-Learning Center. Also, faculty are encouraged to offer service-learning components in their courses, and a large number of faculty include them. This is also coordinated through the Center for Service-Learning. In this way, community needs are identified and addressed both through the university and through self-identification by the community.

In the last few years, over 30 faculty have been involved in service-learning activities in partnership with over 35 community organizations. Accurate data on faculty involvement and the organizations that they have partnered with have been difficult to obtain. To better track this information, the Experiential Learning Coordinator and the Institutional Research Analyst are exploring the possibility of establishing a tracking mechanism through Indiana University’s electronic faculty annual review system.

There are a number of service-learning opportunities at IU East that have major effects on organizations and the community. One of the significant achievements in service-learning was the establishment of the Baxter Neighborhood Center. It served as a hub for service-learning at Indiana University East from 2005 until 2010. Created through a service-learning class project in 2005, the Center grew to be a grant-funded endeavor to establish a place to bring together service-learning students and community partners in meaningful and sustainable relationships. The Baxter Center was designed to better match classroom-based service-learning experiences with greatly needed human services in the community. Initially including a food bank, a clothes bank, and help-services information kiosks, the Center’s outreach to families also included a special interest in serving the needs of children and youth. The first year, Baxter tutoring and mentorship programs were deployed off site at Dennis Middle School; after 2006, programs for children and youth occurred on site. (Faculty Fellows Reports 2006, 2007)

Continuing support was provided until 2010 through a Building a Service-Engagement Infrastructure grant. (BSEI Report) When the grant ended in 2010, the Baxter Center was closed. In an effort to continue some of the Center’s work within the capacity of the campus, IU East started a summer literacy enrichment program with 12 IU East students, all juniors and seniors, called the Experiential Learning Scholars (ELS) program. The Library Director and the Experiential Learning Coordinator established a partnership with the Boys and Girls Club and their Enrichment Program and the Mitch’s Kids Program so that IU East students could support the academic enrichment goals for their K-8 youth programs. The ELS program is funded through Federal Work Study dollars and the Service-Learning budget, designated for students working in the community doing literacy programming.

Currently, ELS students are working with over 60 Boys and Girls Club children. The children were all pre-tested through the Woodcock-Johnson grade-level assessment tool, and upon completion of the enrichment program, the students will be post-tested showing indications of academic and grade-level improvement. This data will be used to determine programming impact. Photos of ELS students in action can be seen on [flickr](https://flickr.com).
In addition, ELS provides literacy support for the Third Grade Academy and is housed in the IU East Library. Conversations are taking place about the possibility of expanding these ELS services to both Birth to Five and Communities in Schools. These programs are serving a similar population as the Baxter Center but will not require the financial resources that a physical space like the Baxter Center required.

**Academic Programs**

**School of Nursing**

The School of Nursing contracts with over 40 clinical sites to create a diversity of engagement for the students and their constituencies. Constant communication occurs between the clinical sites and the nursing staff, faculty, and students. These include, but are not limited to, area K-12 school systems, several area long-term care facilities, the Boys & Girls Club of Wayne County, Centerstone Mental Health Services, several local hospitals, and the Whirlpool Corporation. All students in NURS-S 473, a practicum in “Multi-System Approach to the Health of the Community” collaborate with various community agencies to identify needs and then complete at least 75 hours at those clinical sites, working to meet identified needs within the framework of clinical experience program requirements. Student nursing outreach programs are not limited to the IU East service area. For example, students go to Chinle, Arizona annually to a Navajo Reservation. During this cultural immersion they experience home health care and hospital care; the students visit with a traditional Native American shaman or “medicine man” and experience a traditional sweat. In return the students provide teaching presentations in the reservation school system. The importance of such programs is evident, and IU East ensures that the capacity for continuing these programs is both within the budget and are targets for fundraising endeavors.

Combining efforts allows the School of Nursing to extend its capacity. The Chief Nursing Officer/VP at Reid Hospital, the Dean of Nursing at Ivy Tech, and IU East’s Dean of Nursing have discussed the potential for collaboration. Together, they developed the steering committee to explore an initial plan of collaboration. With the blessing of the appropriate administrators, they implemented the development of five subcommittees: professional development, recruitment & retention, human resources, image, and facilities. Each has representatives from each institution. The subcommittees developed action plans, and the result is the implementation of a nurse camp for area high school students, a promotional DVD, the promotion of nursing as a profession at the Pork Festival, a cook book for sale (the focus is on healthy recipes…but some not so healthy made the book) to raise funds for collaborative endeavors, the development of a joint nurses’ day ad, and the development of a nursing skills checklist that can be used by the educational institutions and then taken to Reid to verify student/graduate skills and decrease orientation time.

**School of Education**

The School of Education (SoE) has been active in engaging and enhancing community partnerships, because of the needs of the IU East service area. For example, data from the NCHEMS Integrated Learning report led, in part, to the impetus behind the need for a third grade
academy. (NCHEMS Integrated Learning System) The School of Education worked with area teachers on developing the curriculum. Once the program was up and running, faculty participated in observations during the first summer of the program and served as consultants to the teachers. Each spring, the reading faculty identify top students to serve as teacher aides for the instructors in the Academy.

In response to the need for additional special education teachers in local elementary schools and increased experience with special needs students in regular education classrooms, the School of Education proposed a new dual certification program to be added to the elementary license. The new program is designed to prepare pre-service teachers for elementary K-6 certification with mild intervention. All elementary education majors are required to complete the dual certification. The mild intervention core is offered at the graduate level as well to enable licensed teachers to add mild intervention to their original license. Since its implementation in 2008, changing state licensing rules have dictated that the graduating class of 2012 will be the last in this program. To continue to meet this critical need, the faculty of the SoE have developed a minor in Mild Intervention that can be added to the Elementary Education major and also offer coursework that can be completed in one additional semester that will satisfy licensing requirements.

**Internship Programs**

Funded through a Lilly Endowment Sustaining Grant awarded to Indiana University in 2009, the internship program at IU East began as part of the Business Development Opportunities Program. The mission of this program, and the focus of the grant, is to improve internship and career opportunities for students and further strengthen the community partnerships that are essential to the economic, environmental, and cultural health of the region Indiana University East serves; as a result, encouraging IU East graduates to pursue their careers within the state of Indiana. IU East’s share of the grant provided the opportunity to hire a half-time project coordinator to develop an internship program on campus, increase job placements of students, increase community partners, and increase faculty involvement in the community. (Lilly Endowment Sustaining Grant)

In the first months of the grant, the project coordinator developed a modified infrastructure for the program, including a program handbook and management protocol which was created as a pilot for 2009. (Internship Handbook) These new structures and processes enable effective connections with constituencies, and engage students through one-on-one internship goal setting and résumé building sessions, campus-wide career planning workshops, internship opportunity development, faculty connections and supervision, support during the internship experience, post-internship evaluation, and the development of career goals and further study. A process was developed for tracking participation of students and business partners in all these activities. One example is provided here; a complete set of tracking charts will be available for team review on-site. (Contacts & Participants Career Planning, Cover Letter, & Resume Sessions)

As the year progressed, new challenges created opportunities for the infrastructure to continue to be altered, amended, and expanded. In the second half of the first year, the program coordinated over 30 internships, connecting students and community organizations. During 2009-10, the
coordinator made contact with 39 community organizations/external constituencies. (Community Organization Contacts and Internship Hosts) Of the 39, seven have become official Community Partners with signed agreements stating that they will partner with the Business Development Opportunities Program to mutually benefit their organization as well as mentor IU East student interns through a professional and practical experience that will support their academic and professional goals. (Sample Partnership Agreement) The number of contacts and partners continues to grow.

The Internship Program’s growth in the first year was so promising that an Experiential Learning Committee was created in early 2010. Comprised of faculty and administrators, the goal of this committee is both to advise and to support continued growth and infrastructure development for experiential learning opportunities on campus.

The IU East Internship Program has begun to work with distance education students. For example, the Internship Coordinator is currently working with a student who resides in Michigan and is pursuing an internship in hospital administration in London, England. Other distance education students who have participated in internships include two in Atlanta, one at CNN, and the other at PINK magazine. Services provided for interns on-site are also provided for interns online.

Other Initiatives and Strategies

Indiana University East meets the needs of its constituencies in a number of ways. Some emerge naturally out of programs that one would expect on a campus, such as nursing and teacher education; and others have emerged as extensions of programs, faculty or staff initiatives, or partnerships developed between constituencies in the community and a unit of the campus. Below are examples in three areas where IU East has recognized its capacity to reach out through and beyond its curriculum.

Economic Development

The following four programs serve to link the academic resources of the IU East School of Business and Economics to the economic development needs of the region. Because of these needs, it is essential for the campus to ensure the capacity for these programs.

1. Center for Leadership Development

The IU East Center for Leadership Development (CLD) is sponsored by the IU East School of Business and Economics and was established in 2009. The CLD creates and offers leadership development initiatives designed to enhance the managerial and leadership capacities of the IU East service region and supports the development and dissemination of applied research and scholarly endeavors that further the field of business and community leadership studies. The Center for Leadership Development provides leadership seminars, informational briefings, institutes and conferences to further advance the managerial and leadership capacities of individuals and companies in both business and community organizations.
2. Business and Economic Research Center

The IU East Business and Economics Research Center (BERC) is sponsored by the IU East School of Business and Economics and was also established in 2009. The Business and Economics Research Center maintains information and databases on a variety of economic topics including employment, income, occupational clusters, and social indicators.

3. Center for Entrepreneurship

In 2003, Indiana University was awarded a Lilly Foundation grant entitled “Initiative to Promote Opportunity through Educational Collaborations.” IU East used those funds to establish the Center for Entrepreneurship; a Students in Free Enterprise (SIFE) chapter (see below); a Business Opportunities for Self-Starters (BOSS) program; an International Showcase for student-faculty international experiences; and the “In Your Business” TV show and podcast. The grant ended in 2006, and these initiatives are now sustained by the campus through its base budget and entrepreneurship endowment.

The Center for Entrepreneurship provides students the opportunity to develop and enhance entrepreneurial skills regardless of their college major. The Center for Entrepreneurship also links students with local organizations including Belden CDT Inc., Economic Development Corporation of Wayne County, Chamber of Commerce, Dunn Mental Health Center, and GFI Covance, allowing students to gain professional experience before they graduate. Through internships, students not only develop skills and gain practical experience valuable to their future career, but they also provide a great resource to these local organizations. Local business leaders and entrepreneurs frequently contribute to the success of the center by serving in advising and mentoring roles for students.

4. SIFE (Students in Free Enterprise)

A dimension of the Center for Entrepreneurship, the SIFE organization was established in 2005 to encourage students to participate in learning opportunities while serving their communities. The SIFE team at IU East is open to students of all disciplines and serves all Schools and programs on the campus. Projects from the SIFE team have allowed students to get practical experience while addressing issues in the community from social needs to financial awareness. In addition, the team assists small business owners with issues related to sustainability and works with not-for-profit organizations and the city government as well. The IU East SIFE team has been awarded with high placement in regional competitions and has achieved a top twenty ranking in the nation for the students’ involvement in entrepreneurship and sustainability.

K-12 Enrichment

IU East Schools and co-curricular programs are engaged with K-12 schools in a variety of ways. Four examples are discussed below:
1. Health in Schools

IU East students in the community nursing clinical experience work with area elementary school nurses and teachers to identify important areas of health education, e.g., hand washing, good hygiene practice, safety, H1N1 education, and nutrition education, and then work with children in these areas. For IU East nursing students, these experiences are integrated into the curriculum, and area schools benefit from the expertise of the IU East students.

2. Movin’- On Program

For close to twenty years, The Movin’-On Program was a two-week summer program established through the IU East Office of Multicultural Affairs. Primarily aimed at middle school and high school minority students, the program addressed math skills, writing skills, and how to prepare for college. In addition, the program addressed how to cope with social and cultural pressures that they face as minority students. In re-evaluating our offerings for pre-college students, it became apparent that we no longer had the personnel to deliver this program as it was constituted. Alternatives are being explored.

3. Third-Grade Academy

In partial response to the 2002 NCHEMS report on the literacy rate in Wayne County and document evidence that students who cannot read by the end of third grade are far more likely to drop out before graduating from high school, a Third Grade Reading Academy was established in the community. During the first year of the program, IU East education faculty worked with the teachers on developing the curriculum. They also did observations that first summer and served as consultants to the teachers. IU East’s participation continues as each spring the reading faculty identify the top education students to serve as aides for the teachers in the program. This is an example of where the campus is, and needs to be, responsive to the Richmond Community School Corporation but, through using students as resources, is not overextending its ability to serve.

4. Center for Economic Education

The IU East Center for Economic Education, in cooperation with the Indiana Council on Economic Education and the National Council on Economic Education, is dedicated to improving economic literacy. The center assists in setting standards, creates in-service training programs for K-12, and prepares, disseminates, and evaluates course materials, teaching units, and curriculum guides for teaching economics. Workshops for teachers are particularly well-received. On average, about six workshops are offered per year with an average of 12-15 teachers per session. IU East students participate in leading each of these workshops.
Community Support

1. Area 9 Agency on Aging

IU East Schools often partner with Area 9 in community outreach programs. For example, the Dean of Nursing, with Area 9, the Center for Health Promotion, and select faculty developed a series of health fairs for Senior Centers in Wayne County. Junior-level practicum students in the IU East Nursing program presented health promotion and disease prevention activities in selected senior centers where the most individuals would benefit. Senior Nursing students provide health promotion, disease prevention, screenings, health education and medication management education in conjunction with a Title III, Older Americans Grant awarded through Area 9 Agency.

2. Area Health Issues

Using their clinical requirements as a base for acting on community needs, RN to BSN students and faculty work with practitioners at clinical sites to understand what types of management projects and capstone projects would best serve their health organization and population needs. Examples of projects include: nursing staff education, orientation program revisions, nutrition education for the Darke County WIC consumers, sex education introduction for middle school students at the Union County Health Department, flu shot and H1N1 injection assistance, and disaster and triage planning at the Wayne County Emergency Management Agency.

Evaluation

Strengths

- The Schools of Nursing and Education have defined and developed many unique opportunities for engagement with the community through their curricula.
- In concert with the School of Business, a number of opportunities and connections have been made with area businesses.
- Internship opportunities have steadily increased.
- The establishment of an Office of Experiential Learning and a Center for Service Learning has centralized the work of the development and documentation of internships and service-learning.

Opportunities

- Online and distance students present an opportunity to develop virtual and distant community engagement projects.
- Collecting better data on the effectiveness of programs and creating an enhanced process of improvement would benefit the programs and the campus.
- Zero-credit internships and service-learning projects could gain some additional momentum if they appeared on student transcripts.
Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Indiana University East’s responsiveness to its constituencies has recently been predicated on the changes in the educational landscape at the state and national levels. As the campus attempts to retain and graduate more students as proposed through Indiana’s “Reaching Higher” initiative, Indiana University East has maintained and expanded its responsiveness to the needs of various constituencies. For IU East, the responsiveness of the faculty and staff to the needs of the students and the service region is also rooted in large part in their connection to the community.

**Dual Credit**

Dual credit programs are an increasingly important dimension of the high school experience, and these programs are also part of the effort of the Indiana Commission for Higher Education (ICHE) to encourage students to work toward a college degree. Indiana University has a long-standing and well-respected NACEP-accredited dual credit program, the Advanced College Project (ACP), which Indiana University East has participated in for many years. In this regard, Indiana University East responds to the needs of two of its constituencies: high school students and ICHE. ACP liaisons to the high schools from each of the IU campuses are trained to observe, evaluate, and mentor the high school instructors in the ACP courses. Students who successfully complete the ACP courses receive specific credit at all of the IU campuses. In the last 10 years, Indiana University East has approximately doubled the number of high schools that it serves to 27 and offers dual credit in 14 disciplines. This serves a larger number of students and advances the goal of the Commission’s office to move more students more quickly toward a bachelor’s degree.

**Articulation Agreements**

Another instance of active responsiveness to the needs of Indiana University East’s constituencies is the development of articulation agreements with area community colleges. The need for students to be able to see a clear pathway to a baccalaureate degree has never been greater, and Indiana University East is committed to creating clear articulation and transfer agreements that make sense to the students. The most expansive set of articulation agreements is with Ivy Tech Community College–Richmond, which shares a campus with IU East. The articulation agreements with Ivy Tech are one more example of the many ways that the two institutions collaborate.

In addition, IU East has also forged articulation agreements with community colleges in Ohio, including Sinclair Community College, Miami University Middleton, Miami University Hamilton, Edison Community College, and also with Maricopa Community Colleges in Arizona. Signed articulation agreements are available for team review on-site.
IUE Internship Program

The IU East Internship program provides another means by which the campus can be responsive to community needs as it strives to provide a variety of opportunities for student engagement. The mission statement of the Business Development Opportunities Program is quite clearly focused on engaging students, administrators, and faculty with external communities. The project coordinator (administrator) works to create relationships with community organizations, IUE students, and IUE faculty. All parties involved play a key role in creating symbiotic relationships which ensure successful internship experiences for both students and participating organizations.

Evaluating community organizational needs is imperative to running a successful internship program. The program functions in four ways:

1. Community organizations contact the Business Development Opportunities Program with specific needs for internship positions.
2. The Project Coordinator presents to area businesses and non-profits promoting the Internship Program.
3. Students contact the Project Coordinator with specific experience requests and the Project Coordinator contacts those organizations and proposes an internship experience partnership.
4. Faculty contact the Project Coordinator to create a specific academic internship program for their field of study.

Through points one and two, the community’s needs and dynamics are well communicated and the Business Development Opportunities Program strategizes based on these specific environments. The project coordinator meets personally with these external constituencies and works diligently to create a program that will benefit all parties; students and the organizations alike. Videos of interns and their supervisors provide evidence of the success of these processes. (Intern Video – YouTube)

While community organizations are important constituents of the Internship Program, other constituents include IU East students and faculty. Through steps three and four (above), the program coordinator becomes aware of student and faculty needs and expectations. Since each field of study is dynamic and ever-changing, it has been important to meet personally with these internal constituents and develop goals and a timeline in order to create a program that meets all internship needs.

Office of Campus Life – Student Clubs and Organizations

In past years, the Office of Campus Life has adjusted its programming to accommodate the changing demographics of the campus. With an increase in the number of students, an increase in the number of traditional students, and an increase in the number of students spending more time on campus, the focus of this office changed to enhance on-campus activities, provide more opportunities for students to interact with one another on campus, and grow the quantity and quality of activities conducted by registered student organizations. An example is the Graf
Recreation Center in Springwood Hall (and the addition of Bear Creek Coffee), which has become the hub for students when they are not in class.

Many student organizations and clubs are involved in outreach activities. For example, the Student Government Association and the Association of Nursing Students host an annual blood drive. The Criminal Justice Club distributes ID kits to students who are also parents, helping parents ensure that their children have proper identification and documentation.

### Art Galleries and Whitewater Art Competition

Art galleries at IU East frequently present the work of community artists including the Student Showcase, the Area 9 competition and show (senior citizens), and an annual show that features the work of IU East faculty and staff. Regional artists such as Kathy McGhee (printmaker) and Andrew Reichter (found-art sculptor) are just a few examples of the variety of exhibits that are presented on campus. Several grants have been obtained which have enabled us to host more famous exhibitions including “The Veil” and the performance artist Stelarc.

The Whitewater Art Competition is held annually in October and is composed of an exhibit as well as a competition. The Competition is open to regional artists at all skill levels. Independent artists, students, and art professors from the region are among the entrants each year. The Whitewater Competition receives nearly 500 entries annually; from those approximately 60 are selected to exhibit.

### Whitewater Community Television

Whitewater Community Television (WCTV), the region’s public access television station is a community based not-for-profit organization which is housed in Hayes Hall on the IU East campus. It was established in 1988 to provide PEG (Public, Education, and Government) Access Television for the residents of Wayne County. Presently, WCTV operates three channels - Public Access Channel 21, Educational Channel 20 (WETV) and Government Channel 11. WCTV clearly values the service IU East can offer through space on the campus, but the station is also engaged with the campus in a number of other ways. At a time when public access stations are challenged because of insufficient funding, WCTV and IU East have created a symbiotic relationship that benefits the community and the university.

Besides being Wayne County’s Education Channel, Channel 20 (WETV) has become the home of IU East Red Wolves Sports. WETV is responsible for live broadcasts of Red Wolves athletic events, and a WCTV staff member has been responsible for editing “Inside IU East Sports,” a weekly 30-minute look at Red Wolves athletes and coaches. The camera operators and directors on this program are normally IU East students getting hands-on experience producing the program.

WETV broadcasts many IU East events for public access. Examples include the IU Alumni Association Legislative Forums, the IU East Scholarship luncheon, and the annual Business Forum. WETV broadcasts the IU East commencement to the community and airs the IU East
Nurses’ Pinning Ceremony. In February of 2011, WETV recorded, edited, and aired “Theatre, Tinplate & Tiffany Treasure,” a half hour program that WETV produced for the School of Humanities and Social Sciences.

WCTV also provides equipment and technical advice for IU East faculty projects. Examples include the documentary “Ensemble” produced by a faculty member in the School of Education, the School of Business’s weekly program “In Your Business,” and a three-part program called “Prescription for Success,” produced by the School of Nursing.

The IU East Center for Teaching and Learning works closely with many offices, but has a special relationship with WCTV (Whitewater Community Television), primarily due to location and nature of work. In most instances, they trade professional services and pool resources. CTL will provide WCTV with media duplication, media conversion, and media creation (DVDs and DVD printing), while WCTV offers CTL video recording services of campus events upon request (including recording instructor lectures for online use). As both CTL and WCTV are relatively small organizations, they also utilize each other’s areas of personal expertise (video editing, compression skills, software knowledge) to better both of the organizations. These offices also, in times of overload/illness/emergency, work together to supply customer service with CTL assisting WCTV patrons and WCTV assisting IU East students.

**Evaluation**

**Strengths**

- Dual credit and articulation agreements demonstrate the campus’s responsiveness to area educational institutions.
- A growing internship program creates opportunities to meet the needs of various constituencies.

**Opportunities**

- IU East could more systematically conduct surveys of its various constituents to ensure that needs are addressed.
- IU East could better use assessment of community engagement programs for continuous improvement of the coordination of those programs.
Core Component 5d: Internal and external constituencies value the services the organization provides.

While the core mission of the campus is the education of students striving to achieve baccalaureate and masters degrees, its value to the community is far greater, though almost integrated into that basic mission. The campus’s constituencies value the services of the organization for what the organization ultimately offers the region, whether that is an educated workforce, cultural opportunities, or a venue for community activities. Evidence that the services of the organization are of value is demonstrated through the region’s engagement and involvement in the work of the campus, financial contributions, active participation in decisions, participation in events, and use of the campus facilities.

Donors

The financial generosity of individuals and the community demonstrates the commitment of IU East’s constituencies to the mission of the campus and to their desire to see the campus grow and flourish. IU East’s constituents have invested in a number of areas, including:

- In 2009, IU East received its largest single gift from a donor, totaling nearly 2.2 million dollars.

- The Vigran Family Foundation provided $500,000 for the Medical Education initiative involving IU East, IU School of Medicine, and Reid Hospital and Health Care Services. It supports third and fourth year clerkships for IU medical school students in Richmond. This was supplemented by an additional $250,000 from another local family.

- The Campaign for Community as noted in Criterion 2 was successfully concluded with over $2.1 million contributed and pledged. It is interesting to note that the Indiana University Foundation reported before the campaign began that the demographics in the IU East region would not support a goal of raising two million dollars. This is a tribute to the commitment that the citizens of the region have to the campus and its mission.

- The Quigg Family Foundation Learning Laboratory (see Criterion 3) and the Reid Hospital and Health Care Simulation Lab are integral to the learning environment for BSN students. By extension, the importance of this program to the community is confirmed through the generosity of the donors when they pledged $100,000 in 2005 for the lab.

Community Leaders

Further evidence of the community’s support of the campus is the desire to be a part of the decision making and advisory processes that take place at the campus and the school levels. As noted earlier, community leaders serve on the campus Board of Advisors as well as on the
School advisory boards. While many of the School advisory boards are still relatively new, the fact that the Schools were able to call on their constituents to serve speaks to the value that their constituents place on the Schools and the campus.

Employers

Regional employers value the knowledge and skills that IU East graduates bring to their workplaces.

In the case of the School of Nursing, members of their Advisory Board were solicited specifically because of their hiring of IU East graduates. Those that have hired nursing graduates and serve on the Board include IU Health Ball Memorial, Reid Hospital, McCullough-Hyde Hospital, Fayette Memorial Hospital, Richmond State Hospital, and Henry County Memorial Hospital. Anecdotally, nursing graduates are also employed with IU Health Clarian, IU Health Riley, St. Francis Hospital in Indianapolis, St. Vincent’s Hospital in Indianapolis, the VA Hospital in Indianapolis, Good Samaritan Hospital, Hancock Regional Hospital, Ivy Tech Community College, Galileo Charter School, Cincinnati Children’s Hospital, and several others.

The success of the School of Education is dependent on its ability to meet the employment needs of the region. The School of Education has supplied teachers to 37 school districts in Indiana and west-central Ohio and over 70 individual schools. In addition, students have taken positions in West Virginia, Arizona, and North Carolina. (School of Education Employment List)

School of Business graduates in both Richmond and Lawrenceburg have found employment in local organizations such as Proctor and Gamble, Duke Energy, Home Depot, Wetzel Automotive, Comcast, Sears, R.E. Construction, DOT foods, Warm Glow Candles, AAA, Menards, Wells Fargo Bank, and Menards. Some graduates have demonstrated their entrepreneurial preparation in the establishment of businesses such as Frames Lawn Care and Snow Removal and the New Boswell Brewing Company.

Regional employers also seek IU East graduates in sponsored job fairs that are held on campus, and many employers actively seek interns. Because of the Internship Program, students have transitioned into full-time employment after graduation with First Bank Richmond, Dot Foods, Inc., and Warm Glow Candle Factory. A newly-implemented e-placement program will facilitate tracking job placement for our graduates.

Alumni

The Indiana University East Alumni Association (IUEAA) is an integral part of the university and the community. By its campus presence, the IUEAA creates awareness of Indiana University East and the value it brings to its students, faculty, and alumni, as well as the eastern Indiana and western Ohio region. The IUEAA strives to enrich the lives of alumni by establishing lifelong, meaningful and valued relationships with Indiana University East and with each other. A rich menu of programming focuses on the strategic initiatives of Advancement, Admissions and Advocacy. IU East alumni remain connected to the campus through
participation in activities such as the Run with the Wolves 5K Race (funding IUEAA Scholarships and Red Wolves athletics), Hoosiers for Higher Education (representing IU East at the Indiana Statehouse and advocating for Indiana University), Homecoming and School Reunions, and monthly Legislative Forums. (IUEA Programming 2010-11)

Community Venue

Beyond curricular and co-curricular activities, the campus serves an important role in the community as a venue and as a resource at a variety of levels. The community values the campus’ services and facilities as evidenced through its participation in on-campus activities and through its use of the facilities. Whitewater Hall, including Vivian Auditorium, hosts several public events over the course of each year. These events bring in a wide range of community members and serve the region in terms of educational, cultural, economic, and social development.

In addition, regional organizations use the facilities for meetings, training, and political debates. Notably, through the sponsorship of the Criminal Justice Club, the Indiana Supreme Court and the Indiana Appellate Court have both held sessions on campus.

Evaluation

Strengths

- Constituents demonstrate the value of the campus’ services through financial contributions.
- Integration of community members on the various campus boards demonstrates the constituencies’ involvement in IU East’s mission.
- Regional employers hire IU East graduates.

Opportunity

- More systematic surveys of constituencies could better inform decisions regarding IU East’s involvement in the communities it serves.

Criterion 5 Conclusion

Information presented in this chapter demonstrates that Indiana University East meets and exceeds the expectations of Criterion 5.

The mission of Indiana University East includes a commitment to the cultural and economic development of the communities it serves. Increasing educational attainment is critical to the future success of the region. Fulfilling this commitment requires effective communication with constituencies in order to determine needs and effectiveness.
The educational needs of the region and the expectations of the state have determined in large part the changes and the direction that IU East has taken in the last 10 years. The campus must continue to understand that capacity is defined both by limitation and opportunity.

It is through growth and the identification of community needs that new directions are found or necessitated. Through understanding the dynamic nature of the institution’s capacity, the campus better understands its link to the community, the value its constituencies place on the services the campus offers, and the directions and opportunities that it needs to pursue.

Clearly, the constituencies respect and value the mission of the campus and the role that it plays in this region, based on the support and the active interest that the citizens take in Indiana University East.