

ILLINOIS STATE UNIVERSITY

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING AND LEARNING



ELECTIVE COMMUNITY ENGAGEMENT CLASSIFICATION

2026



ILLINOIS STATE
UNIVERSITY
Illinois' first public university

Section 1: Re-Classification Applicant Information

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and cocreation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits-democratic practice.

Institution

Illinois State University

This application is for:

A single campus institution applying for endorsement or a multi-campus institution applying for endorsement of multiple campuses. Note, if this application is for a multi-campus institution, evidence of institutional commitment to community engagement must demonstrate commitment on each campus of the institution.

Institutional type

Four-Year Public

Mailing Address

North and School Streets

City

Normal

State

IL

Zip Code

61790-1000

Full Name of Institution's President/Chancellor

Aondover Tarhule

President/Chancellor's Email Address

tarhule@ilstu.edu

Full Name of Chief Academic Officer

Ani Yazedjian

Chief Academic Officer's Email Address

ayazedj@ilstu.edu

Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS)

16607

Full-Time Graduate Equivalent Enrollment (as reported in IPEDS)

1735

Number of Full-Time Equivalent Staff (as reported in IPEDS)

3449

Number of Full-Time Equivalent Faculty (as reported in IPEDS)

898

ILLINOIS STATE UNIVERSITY

CAMPUS, COMMUNITY, AND COMMUNITY ENGAGEMENT CONTEXT



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Section 2: Campus, Community, and Community Engagement Context

2.1. Describe your institution in a way that will help provide a context to understand how community engagement is envisioned and enacted. Include descriptions of the institution and community.

- a. Region; founding and history; current institutional mission; institutional culture; types of degree programs; and demographics of student, faculty, and staff populations (1000 words)

Founded in 1857 as Illinois State Normal University (ISNU), Illinois State University (ISU) prides itself on being the first public university in Illinois. Today, ISU is classified as an R2 high-research-activity doctoral university focusing on undergraduate study. From its inception as a Normal school to its current identity as a comprehensive university, the town of Normal and ISU have reciprocally contributed to each other's growth. In 2025, this mutually beneficial relationship earned national recognition when the Town of Normal was named Zillow's most popular college town based on criteria including home value growth and selling time and a top three college town based on a survey of themes including affordability, safety, and sense of belonging.

As alluded to above, ISU traces its roots to an 1857 bill to establish a Normal school in Illinois dedicated to training teachers. The bill specified that the school's permanent location would go to the highest bidder. Jesse Fell championed Bloomington's bid, securing \$141,000 in funding and almost doubling the next highest bid. The board proposing the school was represented by Fell's longtime friend Abraham Lincoln, who drafted the bond and bill of sale for the property that would become ISNU (<https://traditions.illinoisstate.edu/history/fell-lincoln/>). The university held classes in Bloomington while the campus was under construction to the north. Also in 1857, University President Charles Hovey and other leaders established a laboratory school to provide future teachers with practical classroom experience. Construction of Old Main, the university's multipurpose building, was completed in 1861, providing a permanent home for the state's first public institution of higher education. Over the next 100 years, ISNU and the Town of Normal grew together. In 1964, the university's name was changed to Illinois State University at Normal and then shortened to Illinois State University in 1967. ISU was formally recognized as a multipurpose developing liberal arts university by the Illinois Board of Higher Education in 1966.

The original lab school was expanded to two schools, Thomas Metcalf School (preschool – 8th grade) and University High School, in 1917. As one of the oldest and largest lab school systems in the United States, their mission is to “provide pre-service teacher education,

research, exemplary teaching and learning, and service to the profession, all built on our foundation of excellence in education theory and practice.” The schools provide high-quality academic programs and create valuable learning experiences for teacher candidates by offering a space where future educators can observe, study, and apply educational theories. They are located within the College of Education, providing a site for research, clinical placements for education majors, ISU student employment (e.g., tutoring, lunch and recess aids, athletic and extracurricular supervision, summer camps), and service opportunities.

In 2024, ISU adopted a new mission statement: “Illinois State University prepares diverse, engaged, and informed members of society through collaborative teaching, scholarship, and service.” The new strategic plan adopted May 2024, *Excellence by Design: 2024-2029*, affirms Community and Civic Engagement as core values and reflects the university’s commitment to “prepare students to be informed, ethical, and engaged global leaders who will shape, uphold, and advance civic engagement as a lifelong responsibility for the betterment of society.” This is upheld at the highest levels by a state-appointed Board of Trustees, President, divisional Vice Presidents (Academic Affairs, Finance and Planning, Student Affairs, and University Advancement), and four shared governance groups (Academic Senate, two staff councils, and Student Government Association). ISU is dedicated to shared governance, calling upon all members of the campus community to be engaged in the success of the institution.

ISU fosters a small-college atmosphere with large-university opportunities, offers a broad range of academic programs while prioritizing individualized attention, and maintains a 19:1 student-to-faculty ratio. The university is home to 38 degree-granting academic departments and schools in six colleges as well as Milner Library. The colleges offer over 160 degree options, including 78 undergraduate programs and 83 graduate programs including master’s, certificates, and doctoral programs in over 300 fields of study. In the 2023-2024 academic year, 5,780 degrees were awarded, including 4,512 bachelor’s degrees. The five degrees most awarded were elementary education, marketing, special education, psychology, and nursing, illustrating ISU’s dedication to the public good through education, business, and healthcare. ISU’s dedication to community engagement is further evident with the addition of the new College of Engineering, which will welcome its first class in fall 2025 and create mutually beneficial opportunities with industry partners, allowing students to gain problem-solving skills that will prepare them to address critical societal issues.

The university offers high-quality education at an affordable price, with 86.5% of students receiving financial support. ISU’s retention rate remains among the highest in the nation at

81.4% from fall 2023 to fall 2024, and the 64.5% six-year graduation rate is well above the national average. Despite budget cuts and demographic changes that have affected enrollment at other state institutions, enrollment at ISU has remained strong. As of fall 2024, ISU has 21,546 students, with 19,107 undergraduates (18,069 full-time) and 2,439 graduate students (1,235 full-time). 32.9% of students come from underrepresented backgrounds. The student body is supported by 3,698 employees: 1,285 departmental faculty, 143 additional faculty (non-departmental faculty, Milner Library faculty, and lab school employees), 527 administrative professionals, and 1,743 civil service staff. 15.5% of all employees and 14.4% of faculty come from underrepresented backgrounds.

With strong community engagement as described throughout this application, ISU provides curricular and co-curricular opportunities that prepare students to be life-long learners with the knowledge and skills needed to be informed and engaged community members. From its humble beginnings in 1857, when the university enrolled 43 students and President Hovey requested President Lincoln assign him to lead the 33rd Illinois Infantry Unit (later known as the “Teacher’s Regiment”), to the declaration of the university’s second President that “preparing teachers is the grandest of enterprises,” to the creation of its first formal strategic plan in 2000, to its current plan, ISU has continuously embraced service to the public good that we are proud to continue to this day.

- b. Leadership priorities, vision, and strategic plan, initiatives and other features that shape and distinguish the institution, particularly as they relate to community engagement (1000 words)

While ISU has experienced several leadership changes since the last classification, each President has valued community engagement in the face of challenges. Despite the 2015-2017 Illinois budget crisis, President Dietz secured funding for the Center for Community Engagement and Service Learning, now known as the Center for Civic Engagement (CCE), to open in 2017. During the COVID-19 pandemic in 2021, President Kinzy allocated more permanent funding to CCE to continue to institutionalize community engagement. Despite continued budget concerns and an atmosphere of national polarization and mistrust of higher education, current President Aondover Tarhule is ensuring that Illinois State remains true to its public purpose to provide the best possible education to students from Illinois and beyond so they can contribute positively to their community and world. Upon his appointment, President Tarhule declared that the university would exercise resilience and “remain visible, engaged, and a collaborative partner committed to improving the quality of life and enhancing the sense of belonging for everyone in our community.”

Indeed, community voice was key to the development of *Excellence by Design: 2024-2029*, as the plan evolved from extensive input from campus and community partners. The mission statement, “to prepare diverse, engaged, and informed members of society through collaborative teaching, scholarship, and service,” emphasizes engagement and collaboration. ISU’s vision to become “a national leader in student-focused education connecting teaching, research, innovation, and intercultural understanding” also highlights the importance of education that helps students connect what they learn in the classroom to the complex world around them. The plan includes four strategic directions: cultivate a culture of success and belonging, foster responsible stewardship, elevate institutional excellence, and expand mutually beneficial partnerships, with community engagement integrated into much of the fourth strategic direction. Similarly, the Division of Student Affairs, comprising 15 units supporting students’ basic needs and development throughout their time at ISU, emphasizes engagement in their mission to “support Redbirds in achieving their personal and professional potential by providing holistic care, promoting healthy behaviors, addressing barriers to success, developing leadership skills, and inspiring civic engagement.”

University leadership supports initiatives that enhance community engagement while simultaneously pursuing ISU’s goal of elevating its research profile and national status. The ARCS (Advancing Research and Creative Scholarship) program was created recently to encourage faculty to collaborate across disciplines to address complex issues, often referred to as “wicked problems.” ISU dedicated \$3.2 million to ARCS in FY23, which has led to many collaborative projects exemplifying how innovative research can support the public good. For example, one team is developing a system that will combine artificial intelligence and satellite imagery to track inequalities in infrastructure maintenance in neighborhoods with the hope of using this information to create more equitable maintenance policies (<https://news.illinoisstate.edu/2024/03/it-professor-to-use-satellite-technology-to-track-neighborhood-inequality/>). Another team focuses on the development of inclusive intergenerational spaces and programs to better serve age-diverse populations (<https://www.wglt.org/local-news/2024-07-02/a-new-academic-community-at-isu-focuses-on-developing-intergenerational-relationships>). This team has collaborated with local community groups to suggest ways to create an intergenerational college campus, hoping to expand their work further into McLean County community environments.

On a smaller scale, a limited pool of grant funding is available for community-engaged activities. CCE and the Center for Integrated Professional Development (CIPD) facilitate Faculty Community Engagement Grants using Academic Affairs funding. CCE also supports a grant for Registered Student Organizations for community engagement and

offers funding for faculty and students to present community-engaged research at conferences.

Other university-wide initiatives are led by CIPD, Facilities Services, and Alumni Engagement. CIPD holds an annual Teaching and Learning Symposium, which integrates community-engaged teaching in multiple sessions and panels. At this event, the Provost presents university-wide teaching awards to recognize faculty for excellence in teaching, and many recent winners regularly use community-engaged teaching practices. CIPD and CCE collaborate regularly on other events described in section 5.

Facilities Services supports community engagement through partnerships led by the Office of Sustainability, including the Pass It On project in which students are encouraged to donate gently used items they no longer need via large bins placed in residence halls and box trucks outside each residence hall during spring move-out. These items are sorted by volunteers during the summer, with many items donated to community organizations and others made available to students at the Office of Sustainability's year-round free Share Shop and Front Yard Free Cycle, taking place during Welcome Week in the fall. In 2024, 17 truckloads of donations were collected, with over 600 mattress toppers, 25 sets of crutches, hundreds of pounds of food, and numerous tarps and sleeping bags donated to local non-profits.

Alumni Engagement launched Redbird Impact Month in 2018 to encourage alumni to participate in community engagement and donate to ISU. As part of this annual initiative, they partner with CCE each year to hold Redbird Impact Day in mid-June. On this day, alumni are encouraged to return to campus, meet for lunch to learn about ISU's contributions to community engagement from current students, faculty, staff, and administrators, and participate in various service projects throughout the community. In 2024, attendees served with the Back 2 School Alliance (<https://www.back2schoolalliance.org/>), the West Bloomington Revitalization Project (<https://www.westbloomington.org/>), the Boys and Girls Club of Bloomington-Normal, and ISU's Office of Sustainability. Alumni recorded over 780 hours of community engagement throughout the month, exceeding the goal of 450 hours, and Annual Giving's goal was almost doubled, with nearly \$4,000 contributed by 40 donors.

Leadership's commitment to community engagement is also evident in the draft of the new General Education curriculum that proposes to add experiential learning as a requirement (see 6.1). The Associate Vice President for Undergraduate Education has advocated for the revisions, and the draft has passed the Council on General Education and Undergraduate Curriculum Committee. While the proposal has not yet passed through the Academic Senate, and there are some concerns about whether there are enough resources to

support all the revisions considering more budget cuts, the proposal itself demonstrates that the committee and its leadership envision community engagement as an integral part of the curriculum.

- c. Describe the communities to which the institution is accountable to, including community characteristics, community priorities, and the relationship of the community to the institution. (1000 words)

Initially known as “North Bloomington” with a population under 1,000, the Town of Normal was founded in 1865, several years after Illinois State Normal University built its first academic buildings. The same year, the state passed a law to establish a home for orphaned children of Civil War soldiers. Jesse Fell again secured funding to successfully bid for the home to be in Normal, leading to the opening of the Illinois Soldiers’ Orphans’ Home (later known as the Illinois Soldiers’ and Sailors’ Children’s School) in 1869. This made Normal the home of the state’s first public university and the first publicly supported child welfare institution. The Town continued to grow, requiring infrastructure improvements, housing development, public transportation, and the expansion of the Normal public school system, with the population reaching 10,000 in the 1950s. Both the university and the Town continued to grow as Normal’s population almost doubled from 1960 to 1970, reaching 37,000 by 1983. Simultaneously, the neighboring city of Bloomington grew at a similar rate, with its population nearing 40,000 in 1970. That decade, a group of Bloomington and Normal residents campaigned for the unification of the City of Bloomington and the Town of Normal, which ultimately failed.

Now, Normal (population 52,618) and Bloomington (population 78,587) are referred to as “twin cities,” with the highest populations of the 22 municipalities in relatively rural McLean County (total population 170,441). Bloomington is the county seat. The county’s mix of urban and rural communities lends itself to relatively even distributions of political ideologies and affiliations, with 51.6% voting Democratic and 46.8% voting Republican in the 2024 presidential election. The county’s residents are predominantly white (82.4%), followed by Black or African-American (9.2%), Hispanic or Latino (6.6%), Asian (5.2%), and two or more races (2.8%). The median home value is \$198,800, with a median household income of \$78,329. The county poverty rate (11.0%) and unemployment rate (3.6%) are both below the state averages of 11.6% and 4.3%, respectively.

Bloomington-Normal offers many cultural opportunities and social services and serves as a transportation hub. An Amtrak station is within walking distance of campus with a high-speed train to Chicago and St. Louis, and a local bus system that is free for students allows community members access to local amenities. The Central Illinois Regional Airport, with four national and international airlines, is also close to campus. History buffs can get their

kicks by visiting the area's Route 66 markers, highlighting the community's role as a crossroads between rural areas and urban enclaves. The area is home to three institutions of higher learning: ISU and Heartland Community College (HCC) in Normal, and Illinois Wesleyan University (IWU) in Bloomington.

With a stable economic base created from higher education, healthcare, agriculture, small businesses, and major corporations, there are many partnerships that benefit members of the campus and community. Two public school districts and multiple private schools employ ISU graduates. In addition, two not-for-profit hospitals, Carle BroMenn Medical Center and OSF St. Joseph Medical Center, provide multiple opportunities for partnership, including a collaboration with Carle BroMenn to teach future nurses about wound care and the Connected Communities Initiative with OSF, designed to bring together clinicians, researchers, and students to drive innovation in clinical and patient education, healthcare engineering, data science, and cybersecurity. Two large insurance companies, State Farm and COUNTRY Financial, are headquartered locally and provide scholarships, internships, and research opportunities supporting community engagement efforts.

Both Bloomington and Normal include ISU stakeholders in their planning processes. Since ISU is located in Normal, the information below focuses on the Town of Normal's Comprehensive Plan. It lists five strategic advantages, including ISU being a "solid community anchor;" the Town's largest employer; the source of many residents, customers, and visitors; a driver of innovation and economic development; and the reason for Town's "relatively young, well-educated population," identifying that many ISU graduates remain in the area as adult residents. Indeed, a 2024 economic impact study determined that ISU contributes \$1 billion in output to McLean County annually.

The plan includes seven key priorities: Housing, Health & Sustainability, Economic Vitality, Community Identity & Public Places, Humanitarian & Social Aspects, Town & Gown, and Infrastructure & Public Safety. The Town & Gown section, which includes two goals, states, "The desirability of the Town and the community as a whole is as much an advantage for the local colleges and universities as it is for the rest of the Town. This mutually beneficial relationship naturally inspires collaboration." The first goal, "Increase collaborations among higher education institutions, the Town of Normal, students, and the broader community," includes ISU partnerships, Campus Compact, the Carnegie Elective Classification for Community Engagement, the Center for Civic Engagement (CCE), ISU Innovation Assets, and Council and ISU students meet and greet events as positive contributors to this goal. The identified challenges are capacity limitations, lack of awareness of existing assets among community members, and bureaucracy. The second goal, "Develop a coordinated approach to planning and development that will respond to

the unique needs of the geographic area surrounding the Illinois State University campus,” lists many of the same positive contributors, with challenges identified being a lack of community knowledge of the Neighborhood Action Team (an ISU/Normal collaboration established in the 1980s) and state fiscal issues and regulatory barriers.

Of course, there is always room for growth, evidenced by the Town of Normal community survey conducted from November 2024 to January 2025. While Normal exceeded national averages in overall quality of life (72% vs. 63%), quality of services (70% vs. 53%), and access to quality education (70% vs. 60%), the Town was below national averages in sense of community among residents (47% vs. 51%), ability to give input to local government (39% vs. 49%), and availability of affordable housing (22% vs. 35%). These results and the seven key priorities identified in the comprehensive plan provide clear direction for future partnerships between ISU and Normal. Finally, it is important to recognize that Town and Gown relationships are not free of challenges; this is discussed in 2.6.

2.2. Describe the institutionally sanctioned definition of community engagement and related terms.

- a. List the terms and definitions here that provide the institutional standards for community engagement. Provide context for the creation of the definition and standards of high-quality community engagement, including how it was determined and approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus in relation to your last classification? If the definition of community engagement has been refined/revised since the last classification, describe the rationale, process of change, and the extent to which the revision has had an impact. Additionally, upload the document or list the website link where the institution-wide definition of community engagement appears. (500 words)

ISU defines community engagement as a form of civic engagement that cultivates partnerships between the institution and communities to co-create knowledge and positive change through mutually beneficial reciprocal relationships. It can be present in teaching, research/creative activity, and service. Meaningful community engagement benefits the community and prepares students to be ethical, informed, and engaged community members who recognize the assets of communities while working for positive change. ISU also has institutional definitions of community-engaged teaching, scholarship, and service as listed below:

Community-engaged teaching is instruction that gives students the chance to collaborate with community partners to define and address community goals and to engage in

structured reflection designed to help students achieve civic engagement learning outcomes (adapted from The Carnegie Foundation for the Advancement of Teaching; Jacoby, 1996, 2014).

Community-engaged scholarship is scholarship that involves the faculty member in a mutually beneficial partnership with the community and can be found in teaching, research and/or service. It is academically relevant work that simultaneously addresses disciplinary concerns and fulfills campus and community objectives, and results in scholarship deriving from teaching, discovery, integration, application, or engagement. It involves sharing authority with community partners in the development of goals and approaches, as well the conduct of work and its dissemination. It should involve critical review by discipline-specific peers, community partners, and the public (Engaged Scholarship Advisory Committee, 2012; Jordan, 2007).

Community-engaged service involves activities that “1) affirm principles of community engagement (mutually beneficial partnerships, public purpose), and 2) enable the university to carry out its mission, contribute to the function and effectiveness of the faculty member’s profession and discipline, and reach out to external communities and constituencies, such as government agencies, business, and the arts” (Janke & Shelton, 2011, p. 8).

These definitions resulted from an iterative process with input from various stakeholders following ISU’s initial classification in 2020. CCE staff, the Civic Engagement Advisory Board, and Civic Engagement Ambassadors benchmarked definitions of high-quality community-engaged teaching, scholarship/creative works, and service while in the process of revising the university’s Faculty Appointment, Salary, Promotion, and Tenure (ASPT) policies. CCE’s Director presented the revised definitions to the university Curriculum Committee, who presented them to the Academic Senate, along with revisions to Appendix II of the ASPT handbook, which outline additional examples of community engaged-teaching, scholarship/creative works, and service that could be recognized for tenure and promotion (see 5.11). The new definitions and standards were discussed, adopted, and added to the CCE website

(<https://civicengagement.illinoisstate.edu/faculty-staff/engagement-types/>). More information on the revision process and how these changes have been communicated to ISU faculty, including presenting to Faculty Status Committees and at department meetings, is in 5.11. Faculty are encouraged to report community engagement activities in Collaboratory (see 2.6A) for use in the ASPT process, and the Office of the Provost also requires academic chairs and directors to include community engagement in their annual reports. CCE’s Assistant Director of Assessment supports this process by providing

Collaboratory and Watermark reports outlining each area's contributions to community engagement according to the institutional definitions.

2.3. Describe how the institution ensures that students, faculty, staff, and community partners have equitable access and opportunity to community engagement activities and partnerships. Equitable access and opportunity require focused efforts to address systems and structures that create barriers to participation.

- a. Describe the relevant **contexts**—both within the institution as well as beyond (local, regional, national)—that shape how equitable access and opportunity in community engagement is defined, discussed, planned, enacted, and held accountable on your campus. (500 words)

Equitable access and opportunity are addressed throughout the university, starting with the strategic plan. “Equity, Diversity, Access, and Belonging” is identified as one of ISU’s core values, described as “Illinois State University upholds and models a campus culture of belonging dedicated to equity, diversity, access, and social justice for all.” Nurturing equity, diversity, access, and belonging is a goal within Strategic Direction I, Cultivate a Culture of Success and Belonging. This value and goal, coupled with Community and Civic Engagement being another core value, ensures that equitable access and opportunity are defined, discussed, planned, enacted, and held accountable throughout ISU, including in community engagement.

In 2020, the Special Assistant to the President for Diversity and Inclusion position, now known as the Chief Equity and Inclusion Officer (CEIO), was created to report directly to the President. ISU also has two councils dedicated to supporting equity, diversity, and inclusion (EDI): the EDI Leaders Circle, a forum to share ideas, learn about EDI innovations, and engage in dialogues that advance EDI grassroots efforts; and the President’s Diversity and Inclusion Advisory Council (DIAC), charged to “champion actions that transform the university into a diverse, equitable, inclusive, and socially just learning community.” DIAC has established shared definitions of equity, diversity, inclusion, and access to guide work across the institution, which CCE uses to support full participation in community engagement (<https://illinoisstate.edu/president/diversity-inclusion-advisory-council/definitions/>).

The EDI Leaders Circle holds an annual symposium focusing on skills, strategies, and ideas to implement EDI goals across the university. The symposium is aligned with ISU’s EDI-A Pillars of Progress (https://mediarelations.illinoisstate.edu/downloads/Pillars%20of%20Progress_2023.pdf), which includes Community Partnerships as a pillar with the following goals: advisory

groups include representatives from diverse community organizations; faculty and staff receive incentives and recognition for service with local community groups that promote EDI-A; intentional efforts are made to invite youth from underserved communities to participate in cultural/educational events and academic enrichment; and consistent input from diverse community stakeholders is embedded into strategic plans. The Director of CCE sits on DIAC and the EDI Leaders Circle, ensuring that community engagement efforts are aligned with best practices in equitable access and opportunity.

Like all higher education institutions, ISU is impacted by changes in policy and national sentiment regarding equitable access and opportunity. As the national climate has become increasingly polarized, ISU continues to engage in efforts to educate students, faculty, staff, and community members on how to have constructive conversations around complex issues through our Deliberative Dialogues program (see 8.2). Being a state-funded institution receiving federal funding adds another layer of complexity to how the university considers issues of equitable access and opportunity. For instance, as of the writing of this application, ISU is determining how the February 14 *Dear Colleague* letter will impact institutional systems and structures. However, at a state level, Illinois Governor JB Pritzker has expanded access to many resources for immigrants, refugees, members of the LGBTQ+ community, and other minoritized groups, demonstrating support for initiatives addressing equitable access and opportunity.

- b. Describe institutional systems and structures that address equitable access and opportunity in community engagement for students, faculty, staff, and community partners. This may include, infrastructure, programs or initiatives, policies, procedures and practices, staffing, office, finance, network or coalition of centers, campus climate survey, hiring/recruitment etc. (500 words)

Institutionally, equitable access and opportunity is overseen by the Office of Equal Opportunity and Access (OEOA), which ensures compliance with anti-harassment and non-discrimination policies, as well as state and federal laws. Beyond OEOA's responsibilities, ISU operationalizes equitable access and opportunities through several pervasive systems and structures.

Campus climate and inclusion is assessed through campus climate assessments. The AY 2015-16 assessment led to the creation of the Campus Climate Task Force, which created evidence-based short-term and long-term recommendations, then carried out by the Campus Climate Implementation Team. A five-year review was presented to the campus community in 2022, with major achievements including the creation of DIAC and the Multicultural Center, with whom CCE partners on service projects and Alternative Breaks (see 6.4). To follow-up, a Campus Inclusion Survey was conducted in AY 2022-23 to

measure the extent to which ISU is perceived as a campus community that values and supports inclusion, belonging, and access for all students. Annual reporting mechanisms are aligned with EDI goals, such as the Recruitment and Retention of Students from Groups Traditionally Underrepresented in Higher Education report submitted annually to the Academic Senate and an EDI Annual Report compiled by the CEIO highlighting EDI-related accomplishments. Academic Affairs and Student Affairs both require units to report on EDI-related outcomes in their annual reports.

The Division of Student Affairs has robust infrastructure dedicated to supporting equitable access and opportunity. The Student Affairs Inclusion Change Team was formed in 2014 to analyze inclusion practices within each department, implement new strategies, and facilitate discussions. Each Student Affairs department has at least one Inclusion Practitioner who receives ongoing, in-depth training in evaluating, implementing, and facilitating EDI initiatives. All departments participate in EDI scans, which employ a structured and systematic approach to assess various aspects of the department (e.g., physical space, guiding documents, programs, leadership), yielding EDI-related strengths and areas for improvement. Results are used to create departmental EDI plans and inform targeted strategies, goal setting, and initiatives to enhance EDI within Student Affairs.

To assess access and opportunity in community engagement, CCE works with Planning, Research, and Policy Analysis annually to obtain deidentified disaggregated data of CCE participants (i.e., the number of students in a specific group, not person-level information). This provided CCE with the number of students served by gender, Pell eligibility, first-generation status, veterans, race/ethnicity, academic level, and major. These data have informed changes in programs and practices to increase equitable access and opportunity. For example, data obtained in previous years showed that Alternative Breaks (AB) participants were predominantly not eligible for Pell grants, indicating that AB was not accessible for students who are Pell-eligible. After instituting a fee structure based on the Student Aid Index and offering fee waivers, participation of Pell-eligible and first-generation students in AB has consistently increased each year since AY 2021-22, suggesting increased accessibility to this high-impact community engagement opportunity for more students. Further, participation of students in traditionally underrepresented groups increased between AY 2022-23 and AY 2023-24, approaching consistency with larger ISU demographics.

- c. Describe how the campus ensures that community partners have “significant voice” and input into institutional or departmental planning and collective goals.
(500 words)

Opportunities for community partners to share perspectives and provide input into institutional processes are integrated across the university. Community partners were consulted at two points during ISU's strategic planning process; in spring 2023, the task force collected input through a survey, focus groups, and responses to presentations from campus partners. In fall 2023, a draft of the plan was presented to the same stakeholders, with feedback collected through a survey, focus groups, and open forums. Both stages yielded actionable recommendations that were incorporated into the plan. Organizations consulted in focus groups include the Bloomington-Normal Economic Development Council, McLean County Chamber of Commerce, City of Bloomington leadership, and Town of Normal leadership, with all community members invited to complete surveys and participate in open forums.

Community partners also have significant voice through CCE's Community Consulting Board (CCB). At the time of ISU's last classification, the CCB had recently been established with the purpose of advising CCE as it works with community organizations to enhance community engagement practices, advance university-community partnerships, and contribute to the core value of civic engagement. Since then, the CCB has met at least three times per year and has been a valuable venue for community partners to impact planning and deepen partnership practices and relationships. For instance, the CCB provided critical insights on the need for a comprehensive campus-community assessment, which led to the implementation of the Optimal College Town Assessment (see 2.6b). CCB members give input on CCE's strategic plan development, review campus-community assessments before they are disseminated, and share insight on proposed policies (e.g., CCB members contributed to the development of a proposed policy for faculty/staff release time for civic engagement activities).

Community partners are also instrumental in the Applied Community and Economic Development Fellows Program managed by the Stevenson Center, which offers master's degrees in anthropology, applied economics, kinesiology and recreation, political science, and sociology. Fellows complete one year of coursework and 11 months of professional practice with community organizations. The process by which students are matched with an organization for their professional practice relies heavily on community voice. In the fall, community organizations are invited to apply to host a Fellow. Applications include describing up to three potential projects for a Fellow, including how the organization would work with the Fellow to complete the project and how the project would contribute to the organization's goals. In the spring, organizations' applications are shared with students and students' resumes are shared with organizations for each to rank their placement preferences. The program coordinator facilitates an interview process and then gathers feedback from both students and community partners to finalize rankings and placements.

Community organizations are not matched with any student that ranks lower than third on their list and are able to decline working with a student. Organizations are asked to provide feedback on student performance, best practices in community engagement, and suggested skills for Fellows to be successful in community development. This feedback informs student evaluation, future placement procedures, curriculum, and other Center practices.

- d. Describe the resources made available to community partners that support community engagement (e.g., professional development, compensation, materials, space, acknowledgement, awards). (500 words)

As a state institution, ISU must work within certain limitations when providing resources to community partners. In 2022, CCE explored the option of financially compensating community partners for their work as co-educators, finding that while such compensation is theoretically possible, the logistics are cumbersome for all parties involved; further, many community partners identified that they would be unable to accept financial compensation per their own policies. However, engagement efforts are supported through a multitude of other resources.

While grant funds cannot be provided directly to community partners, CCE's Faculty/Instructor Community Engaged Learning (FICEL) and Registered Student Organization (RSO) grants can be used to support community-engaged work. A faculty member in Politics and Government invited community partners as guest speakers in a community development course and received funds from the FICEL grant to purchase fair trade items for guests as a recognition of their time and effort. Another faculty member in Communication Sciences and Disorders received FICEL funding to purchase high-quality books for a local community center that would be used during literacy activities and remain the property of the community center. FICEL grant funds have also been used to purchase incentives for community members participating in community-engaged research; for example, an instructor in Sociology and Anthropology integrated community-engaged research into an ethnographic methods course, in which students documented recent immigrants' experiences in the Bloomington-Normal community as part of a larger project in partnership with community organization BN Welcoming (see Being Welcoming report listed in 5.6). FICEL funds were used to purchase gift cards for interviewees and refreshments for students and participants at meetings with community partners. Similarly, RSO grant funds have been used to purchase supplies for local community cleanups, baked goods for a bake sale with proceeds being used to purchase books for local school libraries, and supplies for health screenings offered to community members at no cost.

Professional development opportunities, letters of support, and public recognition are also provided to community partners. CCE and CIPD lead an annual book group in which community partners are invited to participate and receive the book at no cost. The Office of International Engagement (OIE) sponsors an International Seminar Series with four seminars per semester and a buffet lunch provided; this seminar series is open to faculty, staff, students, and the public at no cost, and typically about 25% of attendees are members of community organizations. The Stevenson Center recently began holding community and economic development synergy lunch sessions to create space for community members to engage with ISU faculty on ideas for research and partnership. CCE and the Stevenson Center also support community partners applying for external funding by submitting grants together, consulting on applications, and writing letters of support as appropriate, as do many individual faculty members. Community partners are publicly acknowledged at the annual Civic Engagement Celebration through co-authorship on poster presentations, recognition of CCB members, and a Community Partner Award given to recognize a community organization that is significantly involved with ISU.

- e. In what ways does the campus collect information **from partners** to ensure accountability to the community—in particular reciprocity, mutual benefit, and respect? (500 words)

CCE has worked toward establishing a formal assessment cycle to evaluate campus-community relationships since ISU's last classification. Two large-scale assessments were conducted during AY 2023-24: the Optimal College Town Assessment (OCTA) in fall 2023 and the Community Impact Assessment (CIA) in summer 2024. This response focuses on the CIA, with the OCTA described further in 2.6. The CIA was designed to evaluate how campus and community partners created partnerships centering mutual benefit, reciprocity, and asset-based partnerships and identified benefits, challenges, and areas for growth in university-community partnerships in various contexts (e.g., internships, direct individual and group service, community-engaged research). It was built upon prior community assessments conducted by CCE, namely the 2019 Community Perspectives Project (CPP). The CPP was intended to pilot a three-year assessment cycle in which a subgroup of organizations would be contacted each year, with each organization participating every three years. However, the COVID-19 pandemic disrupted this plan, leading to a period of uncertainty and rebuilding on both sides of university-community partnerships that prevented the launch of the intended assessment cycle. Thus, CCE's implementation of the OCTA and CIA represents a "relaunch" of the intended assessment cycle.

The CIA was distributed through CCE's community partner email database, social media, and direct outreach to community organizations listed as partners on ISU's Collaboratory database to ensure that information was being collected from as many partners as possible. Questions on the CIA asked community partners to reflect upon the benefits and challenges of ISU partnership, the extent to which ISU partnerships contributed to their work over the past three years, how respectfully students, faculty, and staff engaged with their organization, suggestions for ISU to improve its relationship with community partners, and strategies that have helped their organizations have a mutually beneficial and reciprocal relationship with ISU partners. Participants experienced far greater benefits than challenges, rated the ability of faculty, staff, and students to engage respectfully as "very good," and identified effective communication, individual relationships, and shared goals as strategies to support mutual benefit and reciprocity. A full report is currently in progress and will be posted on CCE's website.

We recognize that informal information sharing is equally important in ensuring accountability to community partners, and CCE creates opportunities for informal information sharing between campus and community partners. After events with community partners, CCE staff communicate directly with the partner(s) to learn about their perception of the event, including reflecting on mutual benefit, reciprocity, and respect. Responses from partners then inform future event planning; for example, a recent partnered event with the Town of Normal did not yield the attendance that the Town expected, thus reducing the Town's benefit in participating. In response to this feedback, CCE staff planned a more comprehensive marketing campaign for the next partnered event, including targeted recruitment to student organizations, encouraging instructors to bring their classes, and beginning marketing earlier. The CCE website also provides resources on partnership assessment to support faculty, staff, and students in their own informal information sharing to strengthen partnership practices.

2.4. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

- a. Describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement. Provide any relevant links that support the narrative. (500 words)

In the 2020 classification, three centers with a community engagement mission were described: CCE, the Stevenson Center for Community and Economic Development, and the National Center for Urban Education (NCUE). External grants supporting NCUE were not renewed, leading to a reduction in funding, staffing, and ultimately the closure of the center. Its mission, partnerships, and several continuing staff members are now integrated into the College of Education as the Chicago Teacher Education Pipeline (<https://education.illinoisstate.edu/centers/ctep/>; see 4.2).

CCE remains the primary ISU center responsible for community engagement. In 2020, CCE hired its first permanent director and adopted its first strategic plan (<https://civicengagement.illinoisstate.edu/about/strategic-plan/>) and mission to “connect students, faculty, staff, and alumni with local, national, and global communities through meaningful civic engagement to promote lifelong learning and the development of active community members.” CCE will begin its strategic planning process to align with ISU’s new strategic plan, *Excellence by Design: 2024-2029* (<https://strategicplan.illinoisstate.edu/>), which continues to recognize Community and Civic Engagement as core values. Community engagement is further highlighted in Strategic Direction IV: Expand Mutually Beneficial Partnerships, emphasizing the importance of thoughtful collaborations that honor community partners as co-educators.

CCE previously employed a director, two assistant directors, two coordinators, an administrative aide, three graduate assistants (GAs), and several undergraduate students. CCE is now staffed by a director, an associate director, three assistant directors, one coordinator, two GAs, and approximately 20 undergraduate students. The Assistant Director of Service-Learning became the Associate Director and added responsibility for civic education and political engagement (CEPE) programming. This position supervises the CEPE GA, which has expanded hours and duties, including supervising 10 Deliberative Dialogue student facilitators. During national election years, the Associate Director also supervises a grant-funded CEPE Program Assistant, who supervises 6 grant-funded election interns. The Coordinator of Student Volunteer Opportunities role was elevated to the Assistant Director of Co-Curricular Programs. They supervise the AmeriCorps Community Service GA, who supervises 3-5 Student Leaders in Community Engagement (see 7.1), and the Alternative Breaks Coordinator, a new full-time staff role previously coordinated by GAs. Due to expanded duties and increased social media needs, the Coordinator of Marketing and Communication position is now the Assistant Director of Public Relations and Communication position. The Director and Assistant Director of Assessment roles remain the same, albeit with increased responsibilities due to greater demand for CCE’s programs and services. The expansion of CCE’s programs and services would not be possible without student staff, and the Center is pleased to have advocated

for and received funding to ensure their labor is compensated. Currently, salaries for student Deliberative Dialogue facilitators are paid with donor funds, but permanent funding continues to be pursued. CCE dual reports to both Academic Affairs and Student Affairs and is partially funded by both divisions.

Community and economic development initiatives are largely coordinated by the Stevenson Center and the Director of Innovation and Strategic Partnership, both reporting to the Associate Vice President for Research and Graduate Studies and regularly communicating with CCE's Director (further described in 10.1).

- b. Describe the most recent internal budgetary allocations dedicated to supporting institutional engagement with the community, and what has changed, if anything, with the budgetary allocations since the last classification. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement. (500 words)

In 2021, CCE advocated for and received \$91,898 in FY2022 for additional permanent funding for additional marketing support, technology for university-wide assessment of civic engagement (see 2.6), fees for *Redbird Impact* magazine (see 3.4), Campus Compact dues, and salary to support additional hours for the CEPE GA described above. The allocation from Student Affairs, which funds most CCE salaries and some of the operational budget, has increased to support staff wage increases and additional student support staff, including permanent funding for 5 front desk/tabling staff, 2-3 assessment interns, a graphic design intern, and a marketing and communication intern.

In 2024, the campus began a new budget process in anticipation of a budget shortfall. All General Revenue budgets from Academic Affairs were reduced by 2%. Many units, including CCE, reduced professional development travel funds. Expenses decreased for marketing and food, and donations were requested for supplies for service projects. In the past, units could use reserve funds for co-curricular programs. However, in 2024, we were only permitted to use our reserves for election-related expenses. This change primarily affected the Alternative Breaks (AB) program, which increased the cost for students, used professional development funds for staff advisors to travel, changed trip locations to reduce costs, and eliminated two trips. AB has previously partnered with the Honors Program and Multicultural Center to offer trips for their students, but they and CCE cannot provide funds to support those trips for the foreseeable future. Budget reductions have also affected the ability to rehire when employees leave; for example, CCE's administrative aide recently took another position at ISU and the Center has not been permitted to rehire.

While many dedicated campus and community members have helped maintain meaningful community engagement, budget concerns add stress and make it more difficult to juggle demands. The growth of the Deliberative Dialogues program and electoral engagement efforts, though positive in many ways, add additional duties for staff. Ideally, CCE would have a CEPE Coordinator managing these programs to ensure that the Associate Director can dedicate time to building new community partnerships and strengthening current ones without being overwhelmed by requests for collaboration. However, budget cuts make it unlikely that this position will be approved.

CCE also administers the Civic Engagement and Responsibility (CER) minor. In the past, instructional and curriculum development costs for the CER minor were funded by a grant from State Farm. As these funds dwindled, CCE requested Instructional Capacity Funds from the Office of the Provost in 2022 to help fund classes in the minor. CCE received these funds for two years. In FY2025, the university reduced Instructional Capacity funding, and CCE used grant funds to pay for courses in the minor, but other support will be needed in the future (see 2.4C).

The Stevenson Center receives funding for the Director's course buyouts during the academic year and partial funding for the Director's summer salary, three staff positions, and six graduate teaching assistantships that are housed in affiliated departments.

- c. As evidence provided for your earlier classification, you described strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement. For reclassification, describe the most recent strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement. (500 words)

The university has engaged in several strategic fundraising efforts to benefit community engagement. As part of Birds Give Back, ISU's annual alumni giving campaign, CCE has fundraised to support community-engaged internships, Deliberative Dialogues, service projects, Alternative Breaks scholarships, and other community engagement programs. Each year since 2020, CCE has received several match grants from donors. CCE has raised over \$40,000 through Birds Give Back over five years.

Several alumni have donated funds for community engagement. Dr. Aja C. Holmes established a named fund to offer partial fee waivers to offset Alternative Breaks trip costs for students who want to participate but cannot afford to without financial assistance. The Nikita Richards Perseverance and Civic Engagement Scholarship supports students who have experienced socioeconomic challenges and demonstrate dedication to community

and civic engagement at local, state, and national levels. These funds are open for contributions from other donors. Another alum recently pledged \$2,000 to support ISU's Deliberative Dialogues program (see 8.2), with their employer, Caterpillar Inc., matching the donation.

Several corporations headquartered in Bloomington-Normal support ISU's core value of community engagement. COUNTRY Financial donated \$20,000 in 2024 to support students in the Civic Engagement and Responsibility (CER) minor completing their capstone internship classes. In 2025, COUNTRY Financial gave \$18,500 for five scholarships to students involved in community engagement, \$5,000 to support Deliberative Dialogues, and \$15,000 to provide stipends for faculty research to promote community resilience. State Farm contributed funds to support stipends for faculty participating in course redesign workshops to support community-engaged teaching. The State Farm funds also paid faculty to teach classes as part of the CER Minor. These funds will run out soon, and ISU will need to use other funds to support this program or seek additional external funding.

The Stevenson Center also receives external funding to support community and economic development initiatives. They are an annual sub-recipient of an AmeriCorps grant that supports staff salaries and graduate student stipends and recipient of grants supporting partnerships with the McLean County Criminal Justice Coordinating Council (see 4.1) and the Illinois Department of Employment Security. The Stevenson Center also oversees the Pohlmann Family Development Fund, an endowed fund designated for students and faculty engaged in community and economic research with implications for the future of McLean County, as well as to support opportunities for students to engage in mutually beneficial professional practice placements with community partners who are unable to fully fund a student.

ISU also participates in several partnerships that provide funding opportunities for community-engaged work. The Connected Communities Initiative (CCI) partnership between ISU and OSF Healthcare supports projects that address health challenges faced by communities in Central Illinois, with project teams eligible to receive up to \$75,000 per year. The Illinois Innovation Network (IIN, see 10.1) is a collaborative effort by the state's public universities to drive innovation and economic growth throughout the state; IIN participation affords faculty opportunities to partner with other faculty and community partners to conduct innovative research enhancing economic development across Illinois.

2.5. Describe how community engagement efforts have been impacted and shaped by recent local, national, and/or global events, such as the COVID-19 pandemic, greater attention to racial and social justice, the crisis of decreasing trust in democracy and institutions, and natural disasters. (500 words)

Like all higher education institutions, ISU's practices were greatly impacted over the past five years by the COVID-19 pandemic and political polarization. The COVID-19 pandemic affected CCE's service projects and Alternative Breaks (AB) program, as in-person activities were quickly canceled at the beginning of the pandemic and then impacted by social distancing guidelines, inflation, and a national bus driver shortage. AB trips were paused for over a year and resumed in May 2021 with each trip limited to 10 participants. While trip sizes are now back to pre-pandemic levels, the number of trips offered was reduced due to budget concerns.

In August 2020, CCE partnered with IWU and HCC to administer a community partner survey identifying partners' needs and capacity for partnership. While COVID restrictions limited the ability of many partners to host student volunteers, about 50 partners replied with a variety of interests, allowing the three campuses to foster partnerships as appropriate. CCE, IWU, HCC, and the McLean County Museum of History also collaborated on #12MonthsIn6Words, a project to commemorate and document individual experiences over the first year of the pandemic. Individuals submitted six words to describe their year, creating space for the community to reflect upon the impact of the pandemic.

COVID-19 also positioned ISU as a community resource for testing and vaccination. ISU opened a testing lab that processed tests from the ISU community and local schools and corporations. The lab processed about 30,000 tests each week, peaking at 55,000 in one week during the early 2022 Omicron surge.

ISU has also been impacted by political polarization related to COVID-19, greater attention to racial and social justice, and decreasing trust in democracy and institutions, including higher education. To address polarization, CCE staff piloted Deliberative Dialogues in fall 2019 and expanded the program to the ISU community in fall 2020. Deliberative Dialogues are guided conversations on a variety of challenging and potentially polarizing topics, with the format of the dialogue reframing the issue to remove polarizing perspectives (see 8.2). Campus-community dialogues are held at least once per year to provide ISU and community members with opportunities to learn from one another's perspectives on complex issues.

CCE also established a program series, “Exploring Wicked Problems,” to provide a deep dive into difficult societal problems through campus and community programs. Community safety and justice was the first topic in this series. CCE worked with campus and community partners to arrange several book groups reading *Just Mercy* by Bryan Stevenson, a film screening of *Just Mercy*, and a campus-community dialogue. The second topic focused on healthcare, with a virtual talk on health inequities from the director of the Illinois Department of Public Health, a campus-community dialogue on healthcare, a small group public policy discussion with policymakers, and a networking lunch with faculty, staff, students, and community partners in partnership with the Community Health Care Clinic. This series was paused during staffing transitions and is currently being reconceptualized to include more direct civic action and advocacy opportunities.

2.6. Describe how the institution tracks and assesses engagement with communities. Be sure to describe:

- a. How the institution maintains systematic campus-wide tracking of engagement with the community, including the purpose for tracking, what data is collected, what systems are used to track data, who is responsible for collected data, how often data is collected, and how data is used. (500 words)

ISU’s initial classification in 2020 identified the assessment of community engagement as an area of improvement. At the time, CCE was collating data from multiple sources to quantify ISU’s community engagement, essentially capturing the “who, what, when, and where” of engagement; however, staff and administration recognized the need for a more meaningful method of data collection to capture the “why” and “for what purpose.” CCE staff investigated systems that could track community engagement to: assess the impact on students, faculty, staff, and the community; connect engagement to scholarship, teaching, and service activities; leverage data to highlight ISU’s community impact and contribute to strategic initiatives; and advocate for the importance of community engagement at an institutional level.

Thus, in fall 2020, ISU piloted Collaboratory by participating in an American Association of State Colleges and Universities American Democracy Project cohort seeking to understand engagement in times of crisis, after which ISU licensed the product. Collaboratory is a relational database collecting detailed information about community engagement at the level of individual activities; it includes the “who, what, when, and where,” as well as partners involved, related social issues and target populations, and associated courses, research, and funding. Collaboratory collects data about mutual benefits and reciprocity through identifying outputs and outcomes (i.e., mutual benefits) for the institution, community partners, and students and identifying the role(s) of the

community partner(s) in the activity. Describing the community partner's role in the activity provides insight into the reciprocity of the partnership, specifically how community partners are recognized, respected, and valued as thought partners with unique and relevant expertise. Currently, there are 380+ activities entered in ISU's Collaboratory database, and the multitude of reports offered by Collaboratory provides important insight into many different characteristics of partnerships. These data help ISU recognize both strengths and areas of growth in community engagement in terms of social issues addressed, locations of community partners, types of partner organizations, outputs and outcomes for partners and ISU, and more.

CCE manages Collaboratory, with the Assistant Director of Assessment serving as ISU's primary Collaboratory administrator. Faculty and staff are encouraged to enter activities in the Collaboratory regularly, and the Academic Planning Committee, which is responsible for program review, recommends that faculty enter activities in the Collaboratory to support the program review process, although challenges exist in institutionalizing Collaboratory due to the presence of multiple reporting mechanisms. Faculty are required to enter scholarly, teaching, and service activities in Watermark annually and have the option to indicate if a scholarly product or course is civically engaged. While this is still valuable information, it does not capture data at the same depth or nuance as Collaboratory. There has been some success in hiring student interns to enter data on behalf of faculty members, but in the current funding situation, this may not be a feasible solution. Recently, the Assistant Director of Assessment has attended department meetings to help faculty enter their data in Collaboratory, which has been a successful strategy thus far and will continue to be explored.

- b. Any campus-wide assessments or self-studies of community engagement (not including this application) that has taken place since the last application, including the purpose for the assessment or self-study, what data were collected, who was responsible for conducting the assessment or self-study, how is the assessment or self-study were used. (500 words)

As discussed in 2.3E, CCE has worked toward establishing a formal assessment cycle to evaluate campus-community relationships since ISU's last classification. CCE conducted two large-scale assessments during AY 2023-24: the Optimal College Town Assessment (OCTA) in fall 2023 and the Community Impact Assessment (CIA) in summer 2024. The CIA and related assessments are described in 2.3E, with this response focusing on the OCTA.

The OCTA, created by Stephen Gavazzi, is a broad town-gown assessment gathering perspectives from a wide range of campus stakeholders (e.g., students, faculty, staff, administrators, trustees) and community stakeholders (e.g., business owners, teachers,

administrators, elected and appointed government officials, community residents) to help determine what type of relationship the campus has with the community. The OCTA includes six modules: campus/community contact and relationships, partying, common concerns arising in the campus/community relationship, policing, discrimination, and alignment of campus and community goals and concerns. Responses on the campus/community contact and relationships module are used to identify the respondent's perception of campus/community relationship, referred to as the Town-Gown Typology. This typology frames relationships into four types based on effort and comfort: harmonious, in which campus and community partners work together on various projects and initiatives reflecting a high comfort level and understand the high level of effort necessary to maintain the relationship; traditional, in which partners are comfortable with each other, but do not put in much effort; conflicted, characterized by high levels of effort spent on regular conflicts, yielding low comfort; and devitalized, reflecting dissatisfied partners who are uncomfortable around one another and do not put forth effort in the relationship (see Gavazzi 2016 for more).

High-level results have been shared widely throughout the campus and community. CCE's Assistant Director of Assessment presented an overview of conclusions to the Student Affairs Council, consisting of directors from all areas within the Division of Student Affairs. This included results from the campus/community contact and relationships, alignment of campus and community goals and concerns, partying, policing, and discrimination modules. Major findings included 84% of community members surveyed reporting positive relationships with ISU students, faculty, staff, administrators, and/or trustees; 76% of community members and 87% of ISU respondents perceiving overlap between campus and community goals and concerns; and the Town-Gown Typology, which showed that 62% of both campus and community participants identified the town-gown relationship as traditional. These results were also shared with the Community Consulting Board, which includes representatives from Bloomington and Normal. Results are currently being analyzed by demographic group, including role at ISU or in the community, race/ethnicity, and home area, with a presentation accepted for the International Town and Gown Association Conference in June 2025 and customized reports planned for various stakeholder groups. The results are also being compared with a related study conducted by COUNTRY Financial on community resilience, with the goal of combining insights from both studies to characterize the resilience of the ISU/Bloomington-Normal community and provide actionable insights to improve both community resilience and the town-gown relationship.

ILLINOIS STATE UNIVERSITY

INSTITUTIONAL IDENTITY AND CULTURE



**ILLINOIS STATE
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Section 3: Institutional Identity and Culture

3.1. Specify changes in executive leadership since your last classification and the implications of those changes for community engagement. (500 words)

The executive leadership of Illinois State University (ISU) has changed substantially since our 2020 classification, with turnover in the positions of President, Vice President of Academics Affairs and Provost (hereafter referred to as Provost), and related positions. Fortunately, the importance of community engagement has been codified in ISU's strategic plan and values since 2008, and executive leadership has affirmed ISU's identity as a community-engaged institution through this period of transition.

President Larry Dietz retired in 2021 and was succeeded by President Terri Goss Kinzy. While President Kinzy's contract was through June 2024, she resigned in February 2023 and was replaced by then-Provost, Aondover Tarhule, who had begun as Provost in July 2020. Tarhule served as Interim President until March 2024, when he was officially named the 21st President of Illinois State University after a nationwide search. When President Tarhule's appointment was confirmed in March 2024, he affirmed ISU's commitment to community engagement, stating, "Under my leadership, Illinois State will remain visible, engaged, and a collaborative partner committed to improving the quality of life and enhancing the sense of belonging for everyone in our community."

When Tarhule was appointed Interim President, then-Associate Provost Ani Yazedjian was appointed Acting Provost, creating a vacancy in the position of Associate Provost. This affected the Center for Civic Engagement (CCE), which dual reports to the Dean of Students in Student Affairs and the Associate Provost in Academic Affairs. In August 2023, Acting Provost Yazedjian announced that Dr. Sue Hildebrandt, an ISU faculty member and administrator of over 15 years, would be the interim Special Assistant to the Provost and supervising CCE. In April 2024, President Tarhule announced a targeted search for Provost, with Acting Provost Yazedjian as the nominee. Yazedjian officially began as Provost in May 2024. CCE has continued reporting to Dr. Hildebrandt while a search for a permanent Associate Provost is conducted and will report to that position when it is filled.

Provost Yazedjian has been a steadfast supporter of community engagement since she arrived at ISU in 2013; in fact, she was the leader of a featured partnership focused on youth relationship education, job readiness, and financial literacy in our 2020 classification. Upon being named Provost in May 2024, she shared, "I look forward to continuing to strengthen partnerships across the campus and local community as we relentlessly pursue our mission to prepare students to become engaged and informed citizens."

Another relevant change was the retirement of the Associate Vice President for Academic Administration, who oversees faculty recruitment, retention, tenure, promotion, and evaluation. Dr. Craig Gatto, an ISU faculty member and administrator of over 20 years, was appointed to the role on an interim basis in AY 2022-23, then named to the position permanently in May 2023 after a national search. Dr. Gatto has been a strong supporter of institutional civic and community engagement and was instrumental in advocating for changes to the Faculty Appointment, Salary, Promotion, and Tenure (ASPT) policies to recognize community-engaged scholarship, teaching, and service (see 5.9C).

3.2. Provide a letter from the president/chancellor or provost (vice president for Academic Affairs) that includes the following: (500 words)

- Their perception of where community engagement fits into their leadership of the institution
- Community engagement's relationship to the institution's core academic identity, strategic direction, and practices
- How community engagement is institutionalized for sustainability in the institution

[2025.02.24 Illinois State University Carnegie Reclassification President's Letter.pdf](#)

3.3. In addition to the letter, provide evidence of recent statements of affirmation of community engagement. Below, provide two excerpts from the relevant documents and up to two web links to the full document if it exists.

3.3.1. Annual addresses/speeches (500 words)

1. (2024 State of the University address, <https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=1056&context=state-of-the-university>):

“Civic engagement is one of our Core values. Illinois State University recently earned ALL IN’s Highly Established Action Plan Seal for its 2024 election cycle action plan and received the Illinois Campus Voting Challenge Most Improved Voting Rate for 4-year institutions, based on data just received from the 2022 midterm election. As I highlight Civic Engagement, it’s worth noting that the General Election is on November 5. We are excited about our partnership with the McLean County Clerk and our ability to offer the Bone Student Center as a polling place on Election Day and for early voting, which starts at Illinois State University on October 21. The Center for Civic Engagement offers deliberative dialogues in classes to help students engage in civil discourse around complex issues that often arise during elections and also encourages students to use campus resources like

the Center for Civic Engagement and the Redbird Voter Guide to learn about how to get involved and make their voices heard. [...] I am proud to announce a new workforce development partnership with the State of Illinois' Department of Child and Family Services (DCFS) that is taking shape following a 2.1-million-dollar multi-year grant awarded to the university and led by Dr. Doris Houston of the School of Social Work. In line with ISU's commitment to community and civic engagement, our campus will serve as the regional simulation training center for the DCFS' Child Protection Training Academy, providing experiential learning opportunities for DCFS and private sector staff and supervisors who deliver critical child protection and child welfare intervention services. [...] The University also continues to establish valuable community partnerships. One such example was the Million Meal Pack held at CEFCU Arena on September 7, in collaboration with State Farm and U.S. Hunger. Approximately 5,000 volunteers gathered to package one million, three thousand meals in just one day to help battle food insecurity on campus and across McLean County."

2. (2023 State of the University address,

<https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=1050&context=state-of-the-university>):

"Civic engagement is an Illinois State core value, and I am delighted to report that our students continue to annually engage and practice this value. In FY23, 124 members of the ISU community participated in Alternative Breaks projects in Costa Rica, Kansas, Arkansas, Tennessee, Oklahoma, St. Lucia, and Kenya and completed approximately 2976 hours (about 4 months) of service focusing on issues such as homelessness, environmental sustainability, healthcare, and education. And lastly, the University continues to build new community partnerships. One example is the Connected Communities Initiative (CCI), a newly formalized partnership between Illinois State University and OSF HealthCare that will foster research, innovation, and economic development across Illinois. The program will bring together clinicians, university faculty researchers, and students to focus on innovation in clinical and patient education, health care engineering, data science, and cybersecurity. Previous collaborations between OSF and the University have included a nationally recognized effort that improved childhood vaccination rates."

3.3.2. Published editorials (500 words)

Executive leadership at ISU does not publish editorials or opinion pieces. Below are excerpts from external news articles.

1. (Source: <https://www.wglt.org/local-news/2023-03-23/isu-and-osf-formalize-partnership-in-healthcare-research>):

OSF HealthCare and Illinois State University have formed a new partnership called the Connected Communities Initiative. The partnership aims to find solutions to improve access to health care and meet social needs that contribute to health and wellness through research.

“This is truly historic as we take on and accept the responsibility to continue to strengthen our community for the benefit of all of us and beyond,” ISU interim president Aondover Tarhule said during a news conference at OSF St. Joseph Medical Center in Bloomington.

Both ISU and OSF will contribute \$500,000 annually toward research and development for health care delivery, and patient and provider experience.

“I’m in wonder of the tremendous opportunities that exist for Illinois State and OSF to come together significantly in these areas,” said John Vozenilek, vice president and chief marketing officer for innovation and digital health at OSF HealthCare. “It will all be about the people. The institutions will provide structure and funding and connection perhaps, but the people together are the ones that are going to make the changes that secure our future.”

The collaboration will bring together clinicians, university faculty researchers, and students to focus on clinical and patient education, health care engineering, data science and cybersecurity.

Craig McLauchlan is the associate vice president for research and graduate studies at Illinois State University. “It’s about community partnerships,” McLauchlan said. “In communities like ours, we overlap a lot. We have a lot of people that have a neighbor, or have a colleague, etc., and they have a crazy idea when they’re out and about and then they just say, ‘Oh I’d love to work on that,’ so that’s been going on for a long time.”

Vozenilek said the research will provide an economic boost by fostering investment, possibly through new businesses and nonprofits that can use more precise data to address health care needs. “This is going to be beautifully messy, and together we will find and invest in the best solutions for our community,” he said.”

2. (Source: <https://www.wglt.org/local-news/2022-03-17/engineering-groups-enthusiastic-about-equity-direction-of-isu>)

The American Council of Engineering is applauding ISU plans to use an equity lens for its engineering program. [Communications Director Jeff] Urbanchuk said the state of the

industry is not very diverse with 70% white, 11% female, 16% Asian, and fewer percentages of African American and Hispanic engineers.

"It's going to be being really intentional about the recruitment process. That means community college partnerships. It means working with STEM high schools in areas where we have underrepresented students, magnet schools, being in outreach to these community organizations that work in advancing STEM. There are a large number of those. So, there are really a great number of opportunities if we start from the beginning," said Terri Goss Kinzy.

"It's always good for an industry that's focused on improving society and serving the community to better represent that community itself," said Urbanchuk.

3.3.3. Campus publications (500 words)

1. (Source: <https://news.illinoisstate.edu/2022/04/isu-and-town-of-normal-celebrate-inaugural-international-campus-community-day/>)

The International Town & Gown Association (ITGA) announced April 13, 2022, as the inaugural International Campus & Community Day, in recognition of the essential, powerful relationship between campuses and their host communities.

"Illinois State University and the Town of Normal have a deep bond," said Illinois State University President Terri Goss Kinzy. "That strong community partnership was immediately apparent to me when I first arrived, and I saw the Redbird street signs and the many other ways Normal embraces its connection with the University."

Normal and Illinois State, joint members of ITGA, have a long-standing positive relationship with many collaborative partnerships. Some of the more recent initiatives include:

- A campaign to inform citizens and reduce confusion about stormwater management practices as a result of research from Illinois State students and faculty in the Department of Geography, Geology, and the Environment and the School of Biological Sciences.
- Milner Library consults on town programming and shares artifacts from the Circus and Allied Arts Collection for display during Sweetcorn Circus Festival annually.

"These partnerships are great assets to both the Town and ISU," said Town of Normal Mayor Chris Koos. "Our relationship is mutually beneficial and naturally inspires collaboration. I often say what's good for Normal is good for Illinois State and what's good for Illinois State is good for Normal."

The ITGA reports students base their college decision in part on the health and vitality of the surrounding community.

“Honoring Campus and Community Day allows us to highlight the collaborative partnerships that make Normal and the Illinois State communities stronger and more resilient,” Kinzy said. “I am proud of the numerous ways campus communities work to improve quality of life for residents, business owners, students, faculty and staff.”

2. (Source: <https://news.illinoisstate.edu/2024/01/collaboratory-civic-engagement-champion-dr-miranda-lin-is-the-inaugural-recipient-of-award/>)

Dr. Miranda Lin, professor in the College of Education, was selected by the Center for Civic Engagement as the first Collaboratory Civic Engagement Champion. The new award was created in recognition of civically engaged teaching, scholarship, and service efforts from faculty/staff members in collaboration with community partners.

Lin is a firm believer that community engagement needs to be organic to the students’ experience. “They need to be on the same page, so they think it is natural to get to know the community and do something for the community they care about, not because they need to do something as a course credit,” she said. Thus, her students engage in different projects across multiple courses. In one of her classes, education majors created a free library for YWCA’s Young Wonders program, promoting book drives and sourcing all the materials.

“Dr. Miranda Lin’s efforts illustrate Illinois State University’s core value of civic engagement and highlight our commitment to promoting active learning experiences where students see themselves as ethical leaders with the power of making a positive impact in their community,” said Dr. Ani Yazedjian, acting vice president for Academic Affairs and Provost.

3.3.4. Other (500 words)

1. (Source: <https://news.illinoisstate.edu/2024/10/new-mennonite-college-of-nursing-simulation-center-helps-train-nurses-to-reflect-excellence-within-the-communities-they-serve/>):

Three years after the Illinois State Board of Trustees approved an expansion project to more than double the training facility’s size, the new Mennonite College of Nursing (MCN) Simulation Center is now officially open.

With the new space, the College will be able to reach its full growth potential, to educate and graduate approximately twenty percent of Central Illinois’ licensed nurses. The

Simulation Center offers a total of 26,000 square feet for instruction and office spaces and is located at 402 W. Locust in Normal, Illinois. The additional 16,000 square feet will also offer future nurses an enhanced clinical education setting with virtual reality technology.

“The expansion of programs and facilities into this new Simulation Center attests to the active and leading role the University is playing in nursing education throughout the state of Illinois,” said Illinois State University President Aondover Tarhule. “The Simulation Center will promote and enhance the Mennonite College of Nursing’s stellar reputation of excellence in nursing education.”

The facility allows modern space for faculty to provide nursing didactic courses, high fidelity simulation, nursing skills training, and health assessment courses. Additionally, new office spaces and a student success suite will provide increased opportunity for student interaction with faculty and support staff.

“The high-quality, high-tech learning that our students are receiving in this building will impact the care they give to their patients,” said Mennonite College of Nursing Dean Judy Neubrander. “Our students will not only learn how to be excellent nurses, but also leaders and researchers. We are making an impact in our region to support the health and well-being of our community. Our students will take this knowledge to reflect excellence within the communities they serve.”

2. (Source: <https://news.illinoisstate.edu/2023/10/meet-the-college-of-engineering-founding-chairs/>):

What attracted you about ISU and coming into the role as its first founding chair of electrical engineering?

From my first visit to ISU, I felt I was joining a strong community and a team of faculty and staff. The senior leadership seemed likeable and progressive, and I sensed I would receive constructive and positive support in my ambitious, challenging role as founding chair. I also admired the emphasis on building a diverse College of Engineering team, which meant a lot to me as a first-generation immigrant. Through my background, I bring an advantage of being able to connect with first generation college students, as well as students of color. Coming from a rural community and a family of farmers, I hope to make a long-term, positive impact on rural families in Central Illinois and beyond, minority and underrepresented families, and economically disadvantaged families, with whom I can easily relate and readily connect.

I want to build a welcoming departmental structure where students from all backgrounds can thrive and where all activities enhance program quality and foster student success.

Partnering with community and industry leaders, we hope to continuously improve the electrical engineering curriculum to focus on high demand skills using state-of-the-art equipment.

3.4. Describe how community engagement is emphasized as part of the institution's brand message identity or framework. (500 words)

Community engagement is highlighted prominently on ISU's website, with a tile on the homepage (<https://illinoisstate.edu>) reading, "Be the Solution. Make community service part of your everyday life. Lead the way in community engagement and service learning." The University Metrics of Excellence/Points of Pride page linked directly from the homepage includes "Civically Engaged Campus" as a point of pride, citing our Elective Classification for Community Engagement, Excellence and Innovation Award for Civic Learning and Community Engagement recipient, and Voter Friendly Campus designations (<https://illinoisstate.edu/points-of-pride/>); this same language is present on the "About" page (<https://illinoisstate.edu/about/>). The Civic Engagement and Responsibility (CER) minor is featured prominently on the Academics homepage (<https://illinoisstate.edu/academics/>), with a tile linked to the CER minor webpage reading, "Be the Change. Civic engagement is a core value at Illinois State. We're one of only 50 U.S. colleges to be named a Civic Learning and Democratic Engagement Leadership Institution." The Student Life homepage (<https://illinoisstate.edu/student-life/>) has similar language, with links directing visitors to various parts of CCE's website, including community service opportunities, Alternative Breaks, and the CER minor.

Community engagement is also highlighted in one of ISU's three University-wide magazines, *Redbird Impact*. First published in 2018, *Redbird Impact* is devoted to celebrating civic engagement, promoting community engagement of ISU's faculty, students, and staff, and highlighting civic engagement opportunities available to the campus community. Print editions of *Redbird Impact* are published in February and October (to coincide with the Founding Celebration and Homecoming, respectively), with content posted online at <https://www.illinoisstate.edu/redbirdimpact> and emailed directly to all faculty, staff, students, alumni, donors, and friends of civic engagement; the spring 2023 issue was sent to over 150,000 email addresses and opened by 21% of recipients. ISU prints 2,500 copies of the magazine to be distributed to various on- and off-campus stakeholders, including university leadership, deans, chairs and directors, state legislators, U.S. senators and representatives, presidents of state universities in Illinois, community agencies, and donors, with the remainder of print copies placed in kiosks around campus and within the community. Articles from *Redbird Impact* that are shared on social media regularly reach between 4,000 and 7,000 accounts on LinkedIn,

Instagram, and X. CCE's Assistant Director of Public Relations and Communication regularly publishes articles on ISU's news platform, with 38 stories published in AY 2023-24.

CCE has a strong social media presence, reaching over 20,000 accounts on Facebook and receiving over 8,400 views on TikTok in AY 2023-24. As of the writing of this application, CCE has 1,954 followers on Instagram, with follower counts typically increasing by at least 20% per year. CCE's social media posts are often shared through the flagship ISU account, which has over 60,000 followers on Instagram. In instances when CCE content was shared collaboratively with the university page, post reach dramatically increased by 2000%. #RedbirdImpact is the designated social media hashtag for civic engagement at ISU, intended for use in any social media post about civic engagement, and is highlighted by University Marketing and Communications as one of the top 12 ISU hashtags (<https://universitymarketing.illinoisstate.edu/identity/socialmedia/>).

ILLINOIS STATE UNIVERSITY

COMMUNITY ENGAGEMENT RELATIONSHIPS AND ACADEMIC PARTNERSHIPS



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

Section 4: Quality of Community Engagement Relationships and Academic Partnerships

4.1. Describe at least five but no more than eight representative examples of academic-community partnerships (i.e., institutional, centers, departmental, and faculty/staff) that are connected to the academic core of the campus—which includes teaching, learning, and research, and illustrate both the breadth and depth of community engagement during the most recent academic year.

Partnership: Studentification of Normal

Project/Collaboration Title

Studentification of Normal (Town/Gown Relationship)

Community Partner Name

Mercy Davison

Community Partner Contact

mdavison@normal.org

Name of community organization/group

Town of Normal

Campus Partner (person, program, department, center, etc.)

Harriett Steinbach, Director of Innovation and Strategic Partnerships, Office of Research and Graduate Studies; also collaborates with Center for Civic Engagement

Purpose of the Community-Campus Partnership

Since it was founded, Illinois State University (founded in 1857 as Illinois State Normal University) and the Town of Normal have been inextricably linked in a symbiotic relationship. While informal relationships have existed since the founding of both entities, a formal Town-Gown Committee was established in 1984. Before and since then, partnerships, collaborations, and ongoing relationships have flourished at all levels of the University, with countless faculty, staff, students, and community members involved in the town/gown relationship. For the purposes of this section, we are focusing on a partnership that exemplifies the reciprocal relationship between the Town of Normal and ISU. The purpose of this collaboration was for an ISU staff member immersed in community engagement (Steinbach) and a staff member in the Town of Normal (Davison, a former ISU student) to co-teach a course on the studentification (defined in this context as the impacts of students on a town) of the Town of Normal. Ultimately, the goal of the course was to explore the dimensions of studentification and other college town characteristics in the context of the Town of Normal. The course learning outcomes were: describe

studentification and the positive and negative impacts in Normal; interpret studentification through the lens of students' majors; identify locations, activities, and resources in Normal; feel like a member of the Normal community; and consider next steps in civic participation. Notably, these courses typically meet twice a week for 50 minutes each session; however, the co-instructors requested that one class session each week be extended to better engage students in community experiences. This request was granted by the department offering the course, demonstrating that ISU is responsive to suggestions for meaningful community engagement.

Provide one example as to how reciprocity and mutual benefit are enacted through the partnership

This partnership exemplifies generative reciprocity, in which the representatives of both the Town and University were thought partners and co-creators of all aspects of the course. Steinbach's background in community engagement and higher education coupled with Davison's expertise as the Town Planner since 2004 and their shared knowledge of students' impact on the Town produced a unique and transformative educational experience. Further, this partnership endeavored to build the capacity of ISU students as active community members.

A key desired outcome for ISU was creating a learning opportunity for students, which was assessed and determined to have been met in course materials and student evaluations. Desired outcomes for the Town primarily included learning about students' perspectives on the town-gown relationship and resources. The immediate benefit to the town was the direct feedback from students on the communication and relationship between ISU and the town. Davison also learned students' perspectives about town structure, resources, and programming. Town Council members also received feedback on the student experience in Normal when they attended the Meet and Greet. Shared outcomes included students becoming comfortable with the Town of Normal, feeling welcome in the Town, and considering future involvement in the Town.

Length of Partnership

Partnership from course development to completion was 10 months, with communication channels open for ongoing and future partnership opportunities

Number of faculty involved

0

Number of staff involved

1

Number of students involved annually

24

Titles of Courses Linked to Partnership

HON 205: Advanced Honors Seminar – Interdisciplinary Investigations: Studentification of Normal

Grant funding, if relevant

N/A

Research projects linked to partnership, if relevant

N/A

Impact on the community

Students participated in the creation of a Sustainability Survey to inform the Town of Normal's updated community-wide Sustainability Plan by drafting survey questions to gather community input. In addition to contributing to the survey itself, this exercise likely increased awareness of and subsequent participation in the Sustainability Survey. Data from the survey suggests that students responded to the survey, with 53% of respondents indicating that they were between 18 and 34 years old. A follow-up survey was also distributed, with 10% of respondents indicating they were aged 18-24 and 8% indicating they were college students. While it is not possible to be certain if these respondents were ISU students, it is reasonable to conclude that some were.

Students enrolled in this course attended several community events, including the annual Sweet Corn Circus, a celebration of the town's long history of excellence in agriculture and the circus arts (<https://www.visitbn.org/2024/08/the-sweet-corn-circus-a-celebration-of-bloomington-normals-unique-heritage/>), and the Town of Normal Meet and Greet co-sponsored by the Town of Normal, Center for Civic Engagement, and Student Government Association, which offered an opportunity for students to engage with Town of Normal Council members and representatives, including the mayor (<https://news.illinoisstate.edu/2023/09/town-of-normal-meet-and-greet-set-for-september-18/>). Students also attended a Town Council Meeting immediately following the Town of Normal Meet and Greet (meeting minutes: <https://www.normalil.gov/ArchiveCenter/ViewFile/Item/4756>). Thus, community impacts included informed engagement from students in the course and increased exposure to the ISU student body.

Finally, many students indicated that they planned to increase their local shopping, participate in community events, take advantage of town amenities, and share this information with friends, demonstrating a community impact beyond the course itself.

Students' reflections included statements such as "...my honors seminar experience was an amazing and unforgettable journey that provided a deeper understanding of the Town of Normal and the exploration of studentification's effects. The connections I've made and the knowledge I've gained will shape my continued engagement with the Town of Normal and my aspirations for the future," and "This class further solidified this sense of "home" that Normal has recently brought to me."

Impact on the campus

Through this course, students learned about the physical, cultural, social, and economic manifestations of studentification, explored the campus and surrounding community, considered their personal contributions to studentification, and investigated previous generations' impacts on studentification in Normal (e.g., the 1970 "flagpole incident," when students and local residents clashed over the former's lowering of an American flag in honor of Malcolm X, and the 1984 "beer riot," a large-scale student protest of local ordinances restricting large gatherings and the sale of beer kegs). They also attended community events as described above. At the end of the course, students reflected upon the positive and negative aspects of studentification and how it related to their majors, fields of study, and career paths. The reflections highlighted several major themes: learning, enjoyment, studentification knowledge, and future involvement. Students learned about city planning, community improvement projects, sustainability, and the historical implications of studentification in Normal. They shared that the class was enjoyable due to its open dialogue, relaxed atmosphere, engaging field trips, and informed and passionate instructors. Students discussed both the positives and negatives of studentification, showing their ability to think critically about their impact on the community. In terms of future involvement, students expressed intentions to support local businesses, stay engaged with town events, use public transport, and volunteer with community organizations, aiming to be active and responsible community members. Students shared statements such as "...I hope to apply what I've learned about studentification in my future career, especially if it involves urban planning or community development. Understanding the impact of student populations on a town can be crucial in making informed policy decisions," and "I explored not only the university but the town of Normal in a way some students will never get to."

Further, this course has been highlighted in an article in the Spring 2024 issue of STATE, ISU's alumni magazine, and also published online (<https://news.illinoisstate.edu/2024/05/studentification-is-normal/>).

Partnership: McLean County Criminal Justice Coordinating Council + Stevenson Center

Project/Collaboration Title

Data Analysis for McLean County Criminal Justice Coordinating Council

Community Partner Name

William Scanlon, Trial Court Administrator

Community Partner Contact

william.scanlon@mcleancountyil.gov

Name of community organization/group

McLean County Criminal Justice Coordinating Council

Campus Partner (person, program, department, center, etc.)

Stevenson Center for Community and Economic Development, Frank D. Beck (affiliated faculty)

Purpose of the Community-Campus Partnership

The goal of the McLean County Criminal Justice Coordinating Council (CJCC) is to foster collaboration and communication between criminal justice agencies and partners who educate, inform, and explore best practices together to continually improve the administration of justice. They are charged with providing fair and just outcomes, improving public safety, reducing recidivism, and responsibly using resources for the benefit of McLean County residents. To accomplish these goals, the CJCC relies upon this partnership with the Stevenson Center to analyze data and provide information to the CJCC. Using data provided by the CJCC, the Stevenson Center primarily provides information related to changes in the jail population over time by severity of charge, race/ethnicity, mental disability, and sex. They also analyze case processing time, recidivism, and other data as requested by the CJCC. These regular reports and presentations help the CJCC better understand the ebbs and flows in the incarcerated population and more effectively direct the movement of cases through the criminal justice system.

Illinois State University students are trained to examine this complex information and clearly convey findings; this approach furthers their education while simultaneously serving McLean County.

Provide one example as to how reciprocity and mutual benefit are enacted through the partnership

Recently, the CJCC expressed a desire to identify strategies to prevent young adults who had a criminal history as teens from reoffending as adults. In short, what worked to prevent

recidivism? Using the data provided by the CJCC, the Stevenson Center team, consisting of the faculty mentor, two graduate students, and two undergraduate students, identified people who fit the criteria presented by the CJCC. A small sample of these individuals was interviewed, and the team also conducted a focus group with local agencies working with at-risk youth. The graduate and undergraduate students who participated in this work gained experience in analyzing meaningful data in a community-based context, reporting results, and presenting results to stakeholders.

Length of Partnership

11 years

Number of faculty involved

2 different faculty worked on this project over time.

Number of staff involved

1

Number of students involved annually

2 (typically different students each year)

Titles of Courses Linked to Partnership

Results are discussed in SOC 361 (Architecture, Power, and Interaction) and SOC 300 (Senior Experience)

Grant funding, if relevant

Presently, \$63,600/year

Research projects linked to partnership, if relevant

One research article, focused on length of stay in the jail (by race), is in progress.

Impact on the community

This partnership provides valuable information that affects the criminal justice system and the mental/behavioral health system in McLean County. For instance, Dr. Beck and the students involved in this work regularly share detailed updates on data analysis at CJCC board meetings. Most recently, the following insights were shared at a meeting in July 2024:

- The jail population has decreased over the past 12 months, but there has been a slow, but steady, increase in total population. This may be driven by the fact that all domestic violence cases have to be held in order to impose pretrial conditions.

- Domestic violence cases (as a percentage of bookings) have increased 32% over the past 12 months. Again, this may be an unintended consequence of the requirement to see a judge to impose pretrial conditions.
- There has been an increase in the number of Hispanic men incarcerated pretrial, but the overall length of stay has not increased. Black men and white men have seen a decrease in the number of bookings.
- The decrease in jail population has been similar for both men and women.
- For the first time since this data point has been tracked, the number of persons with a reported mental health condition has reached 50% of the jail population – the jail remains the largest mental health and behavioral health provider in the County.

Based on the information provided by the Stevenson Center, members of the CJCC (e.g., Behavioral Health Coordinating Council, McLean County Jail Superintendent, Juvenile Justice Commission) can more effectively support individuals and populations within the criminal justice system. Stevenson Center projects have also provided evidence for the success of certain initiatives undertaken by the CJCC. For instance, the aforementioned project to identify strategies to reduce recidivism in young adults who had criminal history as teens showed that several programs offered in the Juvenile Detention Center (JDC) were helpful in reducing teens' likelihood of reoffending and provided suggestions for additional support for youth in the JDC.

Impact on the campus

The greatest impact is through the students trained in managing large, complex data sets and how this data is used in the classroom. With the growing demand for data analysis skills, organizations are seeking employees who can help them turn big data into solutions. Thus, this partnership has allowed the Stevenson Center to become a place for students to develop these professional skills, particularly in a context that can support future employment in government agencies. This data is used to train students in the use of IBM-SPSS, migrating statistical output to Excel and PowerPoint, and creating and delivering professional presentations to McLean County administration, law enforcement, and the courts. Students are able to grow their résumé, participate in meetings at the courthouse and in County offices, and witness the criminal justice system in a mid-sized city first-hand.

The faculty member who works most closely with the data uses it in the classroom both as examples of data analysis and trends in criminal justice and to demonstrate how data can be used to illuminate truths about the communities in which data are collected and how these truths relate to social justice and community development.

Further, this relationship with McLean County expanded opportunities for Stevenson Center faculty and students to be more involved elsewhere in the community. Students and affiliated faculty members regularly share data with the nonprofit organizations in the Bloomington-Normal community. This work has also led to a partnership between Illinois State University and Loyola University in Chicago in the study of probation and recidivism. The relationship is also leading to scholarly publications on length of stay in jail and DUI arrests. In short, the partnership with the McLean County Criminal Justice Coordinating Council furthers the educational, scholarly, and public service mission of Illinois State University.

Partnership: Rural Access to Gender-Affirming Communication Healthcare Services

Project/Collaboration Title

Rural Access to Gender-Affirming Communication Healthcare Services

Community Partner Name

Becca Mathis

Community Partner Contact

Becca@CentralIllinoisFriends.org

Name of community organization/group

Central Illinois Friends

Campus Partner (person, program, department, center, etc.)

Tricia Larkin, Eckelmann-Taylor Speech & Hearing Clinic at Illinois State University, Department of Communication Sciences and Disorders

Purpose of the Community-Campus Partnership

This partnership increases community access, particularly in rural areas outside of the Chicago metropolitan area, to gender-affirming communication healthcare services while increasing training opportunities for Speech Language Pathology (SLP) graduate clinicians-in-training at the Eckelmann-Taylor Speech and Hearing Clinic (ETSHC).

Provide one example as to how reciprocity and mutual benefit are enacted through the partnership

Recently, a staff member from Central Illinois Friends contacted the ETSHC to establish telehealth care for a client who is unable to travel to our campus location. Staff members from Central Illinois Friends transport this client to the Central Illinois Friends office and assist the client with technology so this person can receive free individualized care from a skilled provider. The graduate clinician assigned to this client gains clinical skills in a

unique scope of practice, obtains proficiency with telehealth service delivery, and works with an individual having multiple intersecting, marginalized identities.

Length of Partnership

This ongoing partnership began in the fall of 2021 and is currently in the 3rd year of an annual grant.

Number of faculty involved

0

Number of staff involved

7 (2 clinician educators, Clinic Director, SLP Director of Clinical Education, 3 clinic office staff members)

Number of students involved annually

An estimated 20 students across 2 graduate cohorts receive an assignment for gender-affirming healthcare communication services each year.

Titles of Courses Linked to Partnership

CSD 408A30/40/50 Practicums: Speech Language Pathology

Grant funding, if relevant

The ETSHC receives \$5000/year from the Central Illinois Friends Scott Trust Fund to subsidize the cost of services.

Research projects linked to partnership, if relevant

Currently N/A. An IRB protocol for Scholarship of Teaching and Learning research is approved but not active.

Impact on the community

The ETSHC recognizes the disparities that continue to exist for many individuals along the gender spectrum within the healthcare system. Many cities and states throughout the nation still lack access to gender-affirming communication services and do not offer this diverse training for graduate student clinicians enrolled in their academic programs. Through this partnership, approximately 15 clients/year receive free gender-affirming communication healthcare services. Based on students' overwhelmingly positive response to this clinical opportunity and the abundance of clients, a recurring weekend clinic was established at which students, alumni, and volunteers offer pro bono services.

Impact on the campus

The ETSHC, housed within the Department of Communication Sciences and Disorders in the College of Arts and Sciences, opened in the mid-1930s as an on-campus clinical site

for students pursuing degrees in speech-language pathology and audiology to obtain clinical experiences as part of their educational program. To date, this remains the primary mission of the Clinic. The ETSHC provides clinical services in the on-campus clinic and works with community partners to provide clinical services to populations in their environments. Through this partnership, multiple graduate students in the Department of Communication Sciences and Disorders gain experience in providing healthcare services to a historically marginalized community. Students delivering this care develop culturally responsive practices and discuss complex social, political, and economic issues with the assistance of a clinical educator.

Partnership: Chicago Teacher Education Pipeline

Project/Collaboration Title

Chicago Teacher Education Pipeline

Community Partner Name

Gynger Garcia

Community Partner Contact

ggarcia@breakthrough.org

Name of community organization/group

Breakthrough

Campus Partner (person, program, department, center, etc.)

College of Education

Purpose of the Community-Campus Partnership

The Chicago Teacher Education Pipeline (CTEP) was developed in 2005 to provide the Chicago area with the highest quality teachers for students that need them the most. The program's mission is grounded in social justice and works to cultivate and sustain innovative, resilient, and effective educators for urban schools and their communities. This partnership works alongside school and community-based organizations to better prepare Illinois State University teacher candidates for high-need, under-served urban communities. While CTEP includes many programs, this section will focus on the Teach Chicago Tomorrow program.

ISU was a founding partner in Teach Chicago Tomorrow (TCT), a program which aims to support graduates of Chicago Public Schools (CPS) to become CPS teachers through 2+2 (community college to 4-year institution) and 4-year pathways. Students that successfully complete TCT can apply to the CPS early offer program and receive a guaranteed job in CPS. ISU was chosen as the founding university partner because of the community-

integrated teacher preparation model provided by ISU CTEP education programs under the ISU College of Education, which has been a hallmark of ISU's teacher preparation since the creation of CTEP in 2005.

Specifically, the TCT program utilizes the CTEP summer immersion component to insure the TCT participants receive support and programming even before formally entering their universities as first year students. During summer immersion experiences, TCT participants work with teachers, engage with local organizations, and participate in activities ranging from neighborhood food pantries to library services. Summer immersion programming continues throughout the TCT students' university years, offering culturally responsive opportunities for cohort connection as well as integrating knowledge and resources from local community-based organizations (CBO) in the four ISU CTEP partner communities in Chicago ([Breakthrough](#), [Greater Auburn Gresham Development Corporation](#), [Latinos Progresando](#), and [North River Commission](#)).

Provide one example as to how reciprocity and mutual benefit are enacted through the partnership

Each summer TCT students participate in a summer immersion experience, which is an opportunity to experience the layers of becoming a Community Teacher as well as strengthen the cohort peer relationships critical to retention. The ISU CTEP CBO partners play a critical role in the design and implementation of each summer program, which includes activities with community scholars and families that reinforce the importance of understanding the community that surrounds and supports their future K-12 students. CBO partners benefit as many of the TCT students are CPS grads from their communities and will be future homegrown educators and leaders.

Length of Partnership

6 years (designed in 2019, first cohort in 2021); CTEP broadly has existed for 20 years.

Number of faculty involved

1

Number of staff involved

2

Number of students involved annually

67 in the ISU pathways with 100 total expected by AY 2025-2026

Titles of Courses Linked to Partnership

TCH 110 Cross Cultural Teaching and Learning

Grant funding, if relevant

No grant funding has been awarded to ISU. CPS with ISU support has secured private grant funding for some program activities.

Research projects linked to partnership, if relevant

Dr. Elizabeth Skinner (School of Teaching and Learning) and Dr. Apryl Riley (former ISU CTEP staff, now Truman College staff) have ongoing research and an upcoming published article in Urban Education entitled Community Immersion for Homegrown Teachers: Learning “There are Never Just Negatives...”

Impact on the community

The TCT program aims to increase the number of homegrown teachers in the Chicago Public Schools district in response to a direct need – teacher shortage – identified by CPS. In 2019, CPS reached out to ISU seeking partnership for recruitment and retention of future educators who could teach long-term in CPS. In addition to the commitment from and benefit to CPS, the ISU CTEP CBO partners highlight education as a specific priority in their community development plan, with the TCT partnership and ISU program integrated into their respective community development plans. In addition, the knowledge of community scholars and families is actively integrated and valued during summer immersion as part of the TCT students’ educator preparation program.

TCT is very similar to the Summer Teacher Education Partnership for Urban Preparation (STEP-UP) program highlighted in our 2020 application; unfortunately, funding for STEP-UP was not renewed. However, the mission and vision of STEP-UP to cultivate and sustain innovative, resilient, and effective educators for urban schools and their communities has remained a priority in the College of Education. TCT is a natural extension of this continued priority, with programming focusing on the role community plays in education and the ways in which teachers are a part of the greater community effort toward improving the quality of life for all residents. TCT is unique in that students from Chicago who attended CPS return to their communities and surrounding communities during summer immersion programming, during which they learn about what the community is doing and why it’s important that they, as teachers, are immersed in the community they teach. TCT participants then return to CPS to student teach and, upon successful completion of the program, are guaranteed a job in CPS. This program provides a clear pathway for students to earn their degree and return to their home community as community teacher leaders.

Beyond the impact on CPS, TCT students have participated in direct service projects with Breakthrough over the past five years including volunteering in their shelter program and Fresh Market (food pantry) programs. TCT students have also supported education activities with the Breakthrough youth summer enrichment camp during the ISU CTEP

summer immersion program as well as serving as summer interns since Breakthrough is also an official partner for the TCT summer internship program offered to TCT students that want to work in education summer jobs.

Impact on the campus

Throughout their coursework at ISU, TCT participants gain exposure to critical topics in education through program seminars, including differentiated instruction, culturally responsive curriculum planning, social emotional learning, English as a second language, and diverse learner supports. Participants are also connected to a network of educators and community scholars in their community who provide support throughout their journey from TCT to student teaching to becoming community engaged teachers. In fact, TCT participants have shared that they were attracted to the program's transparency and how ISU values students from diverse communities across CPS to become teachers (see <https://news.illinoisstate.edu/2024/09/isus-school-of-teaching-and-learning-partners-with-chicago-public-schools-through-teach-chicago-tomorrow/> and <https://news.illinoisstate.edu/2024/03/student-yehiri-gonzalez-and-her-journey-to-teach-chicago-tomorrow/> for examples).

The TCT program has impacted the ISU's Office of Admissions and COE by increasing the recruitment of underrepresented students. In addition, the strategic alignment and proactive push-in approach of available university supports and resources has improved retention of the TCT students when compared to their peers.

Partnership: District 87 Wellness Collaborative

Project/Collaboration Title

District 87 Wellness Collaborative

Community Partner Name

Leslie Blockman

Community Partner Contact

blockmanl@district87.org

Name of community organization/group

Bloomington Public Schools District 87

Campus Partner (person, program, department, center, etc.)

Dr. Emily Jones, School of Kinesiology and Recreation;

Dr. Andrew Eberline, School of Kinesiology and Recreation;

Dr. Tyler Kybartas, School of Kinesiology and Recreation;

Dr. Adena Meyers, Department of Psychology;

Dr. Laura Finan, Department of Psychology;

Dr. John Kostelnick, Department of Geography, Geology, and the Environment and Director of Stevenson Center for Community and Economic Development;

Dr. Susanna Calderon, Mennonite College of Nursing

Staci Coussens, University of Illinois Extension, SNAP-Ed

Purpose of the Community-Campus Partnership

The purpose of the District 87 (D87) Wellness Collaborative is to address the inequities within school environments, policies, and practices that contribute to mental, emotional, and behavioral health disparities in children, young adults, their families, and school personnel. Two multidimensional and integrated aims guide the partnership: (1) continuous improvement measures to monitor school wellness policy and environments as well as youth and adult wellness behaviors, and (2) establishment of approaches to implement, develop, and design accessible, integrated mental, emotional, and behavioral health services across school and community settings in D87. Partners include D87, ISU, and the SNAP-Ed Educator at the local University of Illinois Extension Office.

Provide one example as to how reciprocity and mutual benefit are enacted through the partnership

One step in the development of the D87 Wellness Collaborative was co-designing a comprehensive needs-assessment evaluation that would reflect stakeholder views of school wellness environment strengths and areas of needed improvement, policy adherence and accountability need, perceived readiness to implement change, and a collection of community assets for wellness. Stakeholders involved in designing this evaluation included interdisciplinary researchers from across ISU (e.g., physical education teacher education, exercise physiology, community health, school health, and geography), community partners including the county health department and local hospitals, members of the district-wide K-12 physical education team, and district administrators. The drafted assessment plan was shared with building administrators with their feedback and input considered and incorporated into the plan, ensuring that the plan aligned with the specific needs and context of each school in the district. Reciprocity was present in this process through including community partners, K-12 physical educators, and district administrators as thought-partners and collaborators in this process, and mutual benefit was ensured by revising the draft based on feedback from building administrators.

Length of Partnership

Currently in 6th year of partnership; established in 2019 with five-year MOU created in 2022, ensuring partnership will continue through at least 2027.

Number of faculty involved

7 at time of application; this number has changed over the course of the partnership as needs and gaps in expertise have been identified.

Number of ISU staff involved

0

Number of ISU students involved annually

5

Titles of ISU Courses Linked to Partnership

N/A

Grant funding, if relevant

The grant listed below represents funding that has been issued to the school district as a function of the partnership. These funds were sought by and awarded to the community partner (School District 87). Funds have been used by the community partner to implement and extend programming, processes, and systems that are related to the partnership but have not been acquired to maintain or sustain the partnership.

Illinois AWARE - The IL AWARE (Advancing Wellness and Resilience in Education) Grant was awarded to School District 87 in 2020. It is a 5-year grant that provides 1.5 million in funds. It highlights a sustainability model for helping students access resources based on identifying behavioral and mental health needs. Additionally, funds were to be used for providers, professional development, and curriculums to build social-emotional skills.

Research projects linked to partnership, if relevant

This work has resulted in or has been referenced in peer-reviewed journal articles:

Jones, E. M., Blockman, L., & Bubulka, C. (2024). A collective action formation to address mental, emotional, and behavioral health in schools: The District 87 Wellness Collaborative. *Journal of Physical Education, Recreation & Dance*, 95(5), 12-20.

Weemer, M., D., Lee, J., Kybartas, T., Jones, E. (2023) A framework for implementing a district-wide school wellness needs assessment: Using the WSCC model. *The Physical Educator*.

Jones, E., Weemer, M., Lee, J. A., Eberline, A. D., & Kybartas, T. (2022). Environmental constructs associated with school readiness to implement wellness initiatives. *Health Behavior and Policy Review* 9(4), 949-960.

Beddoes, Z., & Jones, E. (2022). Enhancing Collective Action in Physical Education Teacher Education: A Three-Pathways Approach. *Quest*, 74(3), 251-265.

Jones, E., & Eberline, A. (2021). Duality of connection and division across schools and communities: An aerial perspective. *Journal of Physical Education, Recreation, and Dance*, 92(6), 3-4.

Eberline, A.E., & Jones, E. (2020). Authentic Partnerships in School–University Collaborations. *Journal of Physical Education, Recreation & Dance*, 91(8), 3-4

Scholarly, peer-reviewed presentations:

Goebel, D., Meyers, A. & Jones, E.M., (April, 2024). Educator Wellbeing and Turnover Intentions. Accepted to the Midwestern Psychological Association, Chicago, IL, April 19, 2024

Meyers, A., Garcia, A., Jones, E.M. (Feb, 2024). Supporting Educator Wellbeing and Retention through Collaborative Action Research. Accepted to the National Association of School Psychology, New Orleans, LA, February, 2024.

Jones, E.M., Eberline, A.D., Meyers, A., Steinbach, H., & Coussens, S. (July, 2023). School Administrators’ Efforts to Maintain and Improve School Wellness Environments: A School-University Partnership Monitoring Factors Affecting School Wellness. Presented at the 2023 AIESEP International Conference. Santiago, de Chile, July 7, 2023.

Jones, E.M., Eberline, A.E., Kybartas, T., Lee, J., Weemer, M., Kostelnick, J., Calderon, S., Finan, L., Meyers, A., Wu, N., & Steinbach, H. (2022). Collective Action for School-Wellness: An Ecological Example. Presented at the 2022 AIESEP World Congress, Gold Coast, Australia, June 15-18, 2022.

Eberline, A. D., Jones, E. M., & Weemer, M. (September 2021). Strengthening Wellness with Interconnected Partnerships in Local Schools. Presented at the Engagement Scholarship Consortium Conference. Online. September 14, 2021.

Jones, E., (April 2021). Beyond the Container School: A Call for Collective Action. Presented at the Redefine PE Virtual Conference. Online. April 25, 2021.

Jones, E., Lee, J., Eberline, A. D., Weemer, M., & Kybartas, T., (April 2021). Environmental Constructs Associated with School Readiness to Implement Wellness Initiatives. Presented at the SHAPE America National Convention Baltimore, MD. April 24-26, 2021.

Invited Presentations:

Jones, E.M., Blockman., L., Bubulka, C., Wolf, D., & Meyers, A. (May 2023). District 87 Wellness Collaborative: An On-going Research Practice Partnership. Guest Presentation at the Illinois State University Centers for Integrative Professional Development Summer Cohort on Participatory Action Research. May 23, 2023.

Jones, E.M. (May 2023). Beyond the Container School: A Call for Collective Action, Examples Involving Universities, Guest Lecture at SUNY Albany Interprofessional Leadership for School, Family, and Community Partnerships EEPL 718/RSSW 730, May 1, 2023.

Jones, E.M. (July 2018). Blur the Lines: Building an Asset Map for PE, Fitness/Wellness, and Physical Activity Promotion. Invited Presentation at the Physical Education Professional Development and Tech Camp, Normal, Illinois, July 11-12, 2018.

Impact on the community

This ongoing research–practice partnership has been beneficial for D87, providing access to local expertise from university personnel, resources such as students and interns, and motivated faculty who have contributed to data collection, analysis, and reporting findings to local stakeholders while disseminating them to professional audiences. Furthermore, the Wellness Collaborative’s impact is evident in the comprehensive report submitted to the state’s Board of Education as mandated by the federal policy requirements as part of the triennial requirement. The reports generated by the D87 collaborative have equipped school personnel with data and interpretations, enabling them to document adherence, identify areas of growth, and take action to address data-driven needs.

The Collaborative has provided training for approximately 60 school personnel, including psych/social workers, family facilitators, nurses, and community partners, on the functionality, use, and application of the D87 Wellness Asset Map (GeoMap). Additionally, the Collaborative has stimulated the co-design and implementation of Wellness Lunch and Learns in three school buildings, including 6 sessions each- with 30 staff members participating.

Another impact of the D87 Wellness Collaborative is a revitalized set of roles and responsibilities for the existing position of “Wellness Champions” within the District. A District 87 Wellness Champion is a staff member who supports healthy lifestyles in District 87's students, families, faculty, and staff. They volunteer to assist in implementing and coordinating wellness initiatives at their school. They share information, engage colleagues, staff, and students to participate in wellness activities, and create excitement around leading a healthy lifestyle.

The partnership with the Collaborative has further enhanced awareness and implementation of services and programming provided to district stakeholders by the University of Illinois Extension, specifically related to nutrition education and Supplemental Nutrition Assistance Program Education (SNAP-Ed). SNAP-Ed programming provides local adults and youth identified for SNAP-Ed programming to provide basic

nutrition, food safety, physical activity, and food budgeting education for low-income individuals. This program intends to collaborate with SNAP-eligible families to provide educational services, information, and skills that empower families to make positive changes to their health.

Impact on the campus

The partnership has fostered a think-tank environment that encourages networking within and beyond the Wellness Collaborative team. This opens avenues for exchanging ideas, understanding national trends, and gaining access to empirical findings that validate, verify, or challenge our local observations. Team members have reported how they value the opportunities the Collaborative provides to listen to what is happening and recognize areas where improvement is necessary based on the data collected or conversations held with such a diverse range of people and perspectives. Further, this partnership has yielded presentations and publications that support faculty members' scholarly productivity, enhanced the reciprocal relationship between ISU and District 87, and provided a context for researchers to address complex health disparities in a local context, thereby contributing to the advancement of knowledge and policy in this area.

The D87 Wellness Collaborative aligns with the goals articulated within the ISU School of Kinesiology and Recreation's Strategic Plan. Specifically, Goal 3 emphasizes a culture of engagement and collaboration with external agencies, entities, and organizations. The D87 Wellness Collaborative embodies this Goal as it actively promotes collaboration, engagement, and partnerships with external agencies to develop educational, service, and research opportunities. The cross-disciplinary research team and the strategic partnership efforts with Bloomington Public Schools serve as an example and have been formally recognized on campus by the Center for Civic Engagement in 2022, receiving the ISU Interdisciplinary Civic Engagement Award and in 2024 by the ISU School of Kinesiology and Recreation honoring Dr. Jones with the Outstanding Faculty Award for her work and leadership of the D87 Wellness Collaborative.

Partnership: Innovation Consulting Community

Project/Collaboration Title

Innovation Consulting Community

Community Partner Name

Jennifer McDade, Manager of Public Relations and Corporate Social Responsibility,
COUNTRY Financial

Community Partner Contact

jennifer.mcdade@countryfinancial.com

Name of community organization/group

COUNTRY Financial

Campus Partner (person, program, department, center, etc.)

Innovation Consulting Community in the College of Business, led by Jim Jones (Director, Katie School of Insurance and Risk Management) and Dr. Peter Kaufman (Director, Hagge Innovation Institute)

Purpose of the Community-Campus Partnership

Developed by faculty in the College of Business, the Innovation Consulting Community provides students with transformational learning experiences by working in multidisciplinary groups to devise innovative solutions to complex problems identified by for-profit and non-profit organizations. About 30 students per year participate from across the university, with academic levels ranging from undergraduate to Ph.D. Prior to working with the organization, students complete background modules in design thinking, project management, leadership, conflict resolution, and self-awareness. All projects are proposed by community/corporate organizations and goals and objectives are agreed to prior to students beginning their work. For the purposes of this section, we are focusing on ICC projects conducted in partnership with COUNTRY Financial, an insurance company headquartered in Bloomington-Normal that offers financial security products and services in 19 states. COUNTRY frequently partners with the Innovation Consulting Community on insurance-related projects (e.g., how autonomous vehicles will impact the insurance industry, the role of blockchain in the insurance landscape, recommendations for insurance companies related to cyber threats and security breaches, and creating virtual reality training experiences for insurance professionals). Most recently, a team of students explored factors related to “nuclear verdicts” (i.e., jury verdicts or settlements exceeding \$10 million) to provide insight into the increasing prevalence of such verdicts and how they may impact the insurance industry.

Provide one example as to how reciprocity and mutual benefit are enacted through the partnership

The ICC was created in response to a community-identified need for a coordinating network to facilitate communication between businesses, nonprofit organizations, and ISU affiliates. Given the varied demands on faculty members and sometimes little budget flexibility of community partners, the ICC was conceived as an opportunity for students to have an authentic consulting experience in partnership with businesses and community organizations. Thus, students gain professional experience in the entire consulting process. This opportunity also benefits students who are unable to find a high-quality

internship, often due to a lack of prior experience or being unable to work in the United States, as they can engage in a high-quality professional development experience.

A clear benefit of ICC partnership for community organizations, including COUNTRY Financial, is that they receive consulting services from an interdisciplinary team at no cost. ICC teams provide partners with final reports, including recommendations for the client, deliver professional presentations summarizing their work and recommendations, and provide insight from their unique perspectives as emerging professionals. In response to the most recent project addressing the effects of nuclear verdicts on the insurance industry, the sponsor from COUNTRY Financial shared that 74 individuals attended the students' presentation, and their final report was shared with 125 stakeholders with excellent feedback on both components.

Length of Partnership

8 years

Number of faculty involved

COUNTRY Financial projects: 3

Number of staff involved

COUNTRY Financial projects: 1

Number of students involved annually

5-8 students work with COUNTRY Financial per project.

Titles of Courses Linked to Partnership

IDS 310/410 - Innovation Consulting Community

Grant funding, if relevant

\$4,500 from ISU's Katie School of Insurance and Risk Management

Research projects linked to partnership, if relevant

One student involved in a recent project about nuclear verdicts in the insurance industry presented their work at a professional conference.

The design of the ICC was the subject of the following peer-reviewed journal article:

Kaufman, P., Hartman, N., Jones, J., Saripalle, R., Smudde, P., Hunter, W., & Magnuson, R. (2019). The Use of Extracurricular Interdisciplinary Project-Based Teams in Higher Education as a Catalyst for Actionable Knowledge. *Business Education Innovation Journal*, 11(1), 126–136. <https://ir.library.illinoisstate.edu/sotlpubs/118/>

Impact on the community

Impacts on COUNTRY Financial, further described above, include receiving insights from emerging professionals on particular challenges and/or opportunities. Partnership with the ICC also allows COUNTRY Financial, as a local employer deeply invested in the community, to screen for talent and build the COUNTRY brand with students.

Broadly, dozens of for-profit (e.g., COUNTRY Financial, Major League Baseball, Jewel-Osco, GROWMARK, various local, national, and global small businesses) and non-profit organizations (e.g., Habitat for Humanity, Bloomington-Normal Ecology Action Center, Texas Parks and Wildlife, Chicago Housing Authority, the local NAACP chapter, Joffrey Ballet) have benefited from partnering with the ICC. Outputs of these partnerships include marketing plans, recommendations for a merchandise line for a nonprofit organization, fundraising strategies for museums, risk management strategies for aid organizations, promoting the value of wildlife and conservation to minoritized groups, and improved recycling processes for a metropolitan public housing authority, among many other outputs. A recent client shared “I’d be interested in participating more with ICC and doing more of these projects and getting more of our business units involved to get that exposure to thinking differently and to thinking longer term. Depending on the information delivered and the conclusions drawn, that could help us make or break certain decisions that we may be indifferent about.”

Impact on the campus

The partnership between Illinois State and COUNTRY Financial through the ICC is an example of the many strong partnerships that exist at all levels of the University, aligning with ISU’s strategic objective of expanding mutually beneficial partnerships and COUNTRY Financial’s vision “to enrich lives in the communities we serve.”

More broadly, ISU is one of the few universities in the United States that offer students the kind of real-world, hands-on consulting experience offered by ICC. Participating in ICC projects helps students build highly relevant and sought-after skills, including professionalism, oral and written communication, collaboration, and solving complex problems with both social and economic relevance. These skills, developed through working with ISU students and project mentors across disciplines in partnership with real-world clients, are highly valued by employers and demonstrate how ISU students have the capability to analyze new and better ways to work and take advantage of new technologies. Further, the ICC provides professional development opportunities to students in all majors early in their careers so students can start building their resumes to increase the probability of obtaining a better internship as an upperclassman. Professional experiences such as the ICC can later lead to better full-time job offers. In fact, several students who

participated in ICC have ultimately been hired by the companies that they collaborated with, including COUNTRY Financial.

Faculty also benefit from their mentorship experiences, as they have the opportunity to informally spend more time with students motivated to work on projects without traditional classroom rubrics. Faculty may also gain additional practical experience in understanding client expectations to inform their teaching and further build credibility in the classroom. The ICC also presents a professional learning community opportunity for faculty to learn from one another in a fairly low-stakes and creative environment.

Institutionally, the university also benefits because the program may help to attract students, potential partners, and funders. Development officers have an interesting story to share with potential donors. Deans have content to share with accrediting bodies documenting community engagement, innovation, and impact. Career and academic advisors have a low-cost professional development opportunity to share with students, encouraging them to burnish their credentials.

Finally, since its founding in 2016, ICC projects have yielded new programs at ISU. For example, a team in 2020 conducted a feasibility study and created a proposal for an on-campus vertical farm to support sustainable farming (news article: <https://news.illinoisstate.edu/2020/04/innovation-consulting-community-team-proposes-sustainable-farming-container-at-isu/>); after further development of the proposal and securing funding, the Vertical Farm at ISU (<https://facilities.illinoisstate.edu/projects/vertical-farm/>) will be fully operational in spring 2025.

Partnership: Community-Engaged Art Education

Project/Collaboration Title

Community-Engaged Art Education

Community Partner Name

Tijuana Beal

Community Partner Contact

tbeal@bgcbn.org

Name of community organization/group

Boys and Girls Club of Bloomington-Normal

Campus Partner (person, program, department, center, etc.)

Tanya Scott, Curator of Education and Instructor of Art Education, University Galleries

Purpose of the Community-Campus Partnership

Students enrolled in a specific section of ART 204 (Arts for Elementary Schools: Visual Art) collaboratively design and teach three to four interdisciplinary art lessons to children in grades K-5 at the Boys and Girls Club (BGC). This service-learning project culminates in pop-up exhibitions of BGC students' work at University Galleries, where ART 204 students and BGC students engage with visitors, share their work, and collectively celebrate their accomplishments. BGC staff are provided copies of all lesson plans and lesson resources for their records and future use. This partnership received the Collaboratory Civic Engagement Champion Award in the fall of 2024 (news article: <https://news.illinoisstate.edu/2024/12/collaboratory-civic-engagement-champion-tanya-scott-recognized-for-art-education-partnership/>).

Provide one example as to how reciprocity and mutual benefit are enacted through the partnership

BGC staff are involved in the planning process and provide feedback at every stage of the partnership. The BGC determines the grade level(s) that Art 204 students develop lessons for and teach and the lesson themes. Art 204 students work with BGC members during the hour that is usually designated for social-emotional learning. Therefore, all art lessons are aligned with [Social-Emotional Learning Standards](#) for K-5th grade. Following each semester's collaboration, the BGC is provided with copies of all lesson plans and lesson resources for future implementation at the Club. Due to the COVID-19 pandemic, Art 204 students were unable to teach onsite during the 2020-2021 academic year. They instead developed K-5th grade art lesson plans (50 in total) that were shared with the BGC staff.

Length of Partnership

5.5 years (began in Fall 2019)

Number of faculty involved

1

Number of staff involved

0

Number of students involved annually

50 (25 per section, 1 section per semester)

Titles of Courses Linked to Partnership

ART 204 - Arts for Elementary Schools: Visual Art

Grant funding, if relevant

\$425, Center for Civic Engagement Faculty/Instructor Community-Engaged Learning Grant 2024-2025

\$425.50, Center for Civic Engagement Faculty/Instructor Community-Engaged Learning Grant 2022-2023

Research projects linked to partnership, if relevant

N/A

Impact on the community

This partnership provides the BGC with regularly scheduled visual arts programming that serves their K-5th grade members. The BGC members receive one-on-one learning experiences with Art 204 students and build meaningful relationships over the course of the four weeks working together. The culminating pop-up exhibition provides many BGC members with not only their first experience visiting a gallery but also the first exhibition of their own works in a gallery setting.

Impact on the campus

Art 204 students gain exposure to contemporary art in their community; experience differentiating instruction for diverse learners; adapt their teaching to the environment, needs, and interests of students; build sustainable relationships with community members; prepare artwork for presentation; facilitate a pop-up exhibition; and critically reflect on their identities and responsibilities as future educators.

The pop-up exhibitions bring BGC staff, members, and family; ISU students, faculty, and staff; and community members together to celebrate the accomplishments of Art 204 students and BGC members.

Partnership: Preventative Health Clinics in Rural Illinois

Project/Collaboration Title

Preventative Health Clinics in Rural Illinois

Community Partner Name

Heidi McCoy, APRN

Community Partner Contact

naturallyboostyourimmunity@gmail.com

Name of community organization/group

Jeremiah 33:6

Campus Partner (person, program, department, center, etc.)

Mennonite College of Nursing, Department of Communication Sciences and Disorders,
Eckelmann-Taylor Speech and Hearing Clinic

Purpose of the Community-Campus Partnership

Jeremiah 33:6 is a nonprofit organization founded in 2020 by Valerie Wright, an assistant professor at ISU's Mennonite College of Nursing (MCN). Dr. Wright volunteers her time outside of her work at ISU to serve as Jeremiah 33:6's President. Faculty and staff in the Mennonite College of Nursing and the Department of Communication Sciences and Disorders (home to the Eckelmann-Taylor Speech and Hearing Clinic) established a partnership with Jeremiah 33:6 in 2024 to provide preventative health care and education in underserved rural communities with financial support from CoBank and Compeer Financial's Rural Health Fund.

Provide one example as to how reciprocity and mutual benefit are enacted through the partnership

The mission of Jeremiah 33:6 is to provide preventative maintenance health education and fresh produce to rural health communities in central Illinois. Through this partnership, Mennonite College of Nursing students provide free health screenings, including blood pressure, Hemoglobin A1C, vision, and mental health. Audiology students in the Department of Communication Sciences and Disorders also participate in some health clinics, offering free hearing screenings and custom-molded ear protection. Members of the rural communities served by Jeremiah 33:6 benefit from these health screenings that they may otherwise not have access to, as well as education about preventative health and fresh produce provided by Jeremiah 33:6. Through this experience, future nurses and audiologists gain valuable experience in providing health screenings and working in rural communities, which often lack access to healthcare services that are prevalent in suburban areas and cities.

Length of Partnership

One year

Number of faculty involved

4

Number of staff involved

1

Number of students involved annually

54 (43 in Nursing, 11 in Audiology)

Titles of Courses Linked to Partnership

NUR 327: Leadership Dimensions in Nursing

Grant funding, if relevant

N/A - funding was provided by CoBank and Compeer Financial but not through a grant program.

Research projects linked to partnership, if relevant

Evaluating the Short-Term Efficacy and Comfort of Custom-Molded Hearing Protection in Farmers: A 12-Month Usage and Attenuation Study

Impact on the community

Since May 2024, five events have been hosted in rural communities throughout central Illinois. These five events served a total of 648 community members, 74 of whom are farmers or married to farmers and 37 of whom are veterans or married to veterans.

Events are hosted at local schools, churches, and farms to ensure that community members are in a comfortable environment. Four events were structured as a hybrid produce pantry and health fair, at which nursing and audiology students provided preventative screenings for blood pressure, Hemoglobin A1C, vision, mental health, and hearing.

Several community members attended multiple events to follow up on results from earlier screenings; for example, community members who were diagnosed with high blood pressure at a previous event attended the same event in late June to have a follow-up screening after taking medication and making lifestyle changes.

The other event, offered specifically for farmers, consisted of the same health screenings, including custom-molded hearing protection offered by the Department of Communication Sciences and Disorders, and other information sessions, including estate planning, farm safety, and agriculture conservation practices in partnership with The Nature Conservancy. Twenty farmers were fitted for custom hearing protection, which was provided to the farmers free of charge. Over the next year, the audiology team will follow up with the recipients as part of ongoing research to see if the hearing protection lowers the farmers' exposure to hazardous noise. The farmers have been so pleased with their custom hearing protection that word about this opportunity has spread through communities, and other groups of people in noise-laden occupations (e.g., construction) have reached out to the ISU audiology team to inquire about getting their own hearing protection. More information on the audiology component of this program can be found in this article from Redbird Impact, ISU's civic engagement publication:

<https://news.illinoisstate.edu/2025/02/hear-to-there/>

Impact on the campus

At an institutional level, ISU is located in central Illinois, at least 2 hours from any major metropolis (e.g., Chicago, St. Louis, Indianapolis), and is surrounded by rural communities. As evidenced by other information in this application, ISU is making a strong effort to invest time and resources in local communities. Thus, this partnership further establishes ISU as an important partner to underserved rural communities experiencing barriers to healthcare.

Through this partnership, 43 nursing students and 11 audiology students have gained experience screening patients for a multitude of health conditions and providing information regarding preventative care, which will be highly relevant to their future work as registered nurses or audiologists. The following is an excerpt of a reflection written by nursing students who participated in the health clinics:

“Having only had previous clinical experiences in cities/towns with hospitals, this experience was unique for each of us, as we had never had the opportunity to provide healthcare to critical access/rural communities. At our table in particular, we offered services related to hypertension screening and prevention, as well as strategies for cholesterol management and stroke prevention. As the first table visitors would encounter at the rural health event, we tried to be as welcoming as possible! We kindly offered to take people’s blood pressures and would record the readings for them on a sheet which they had been provided. Once the blood pressures were taken, we would explain what the numbers (systolic and diastolic) meant using approved guidelines from the American Heart Association. If the blood pressure was grossly hypertensive or otherwise abnormal, we would inquire about the participant’s history and if they had a blood pressure cuff at home. At times, we would recommend follow up with their primary care provider in the amount of time designated on the AHA guidelines depending on the degree of the hypertension. We gave out a couple of blood pressure cuffs that day and had several opportunities to educate clients as well, which helped us feel like we had an impact as student nurses. One participant in particular mentioned that she had come to the rural health event last year, received a blood pressure cuff, and is still taking her blood pressure every day in addition to managing it with the support of her physician. Aside from the medical services we provided as nursing students, being able to support this community, even in a small way, (as through meal preparation and fellowship) empowered and inspired us to do good, not only in this rural community, but also others surrounding the Bloomington-Normal area and our hometowns. We feel that we have learned something ourselves about rural communities- from issues pertaining to access, to the positives like a close-knit community of individuals who are seemingly always willing to help one another.”

This partnership also contributes to scholarly work being conducted by audiologists in the Department of Communication Sciences and Disorders. An ongoing research project in the Hearing Loss Prevention Laboratory (HLPLAB) is the creation of a database that demonstrates the availability of hearing care professionals (chiefly audiology and hearing instrument service providers) and their businesses and practices across every state in the country. A unique feature of this database is that it will reside within a scalable GIS platform that is capable of state, county, and neighborhood-level resolution. Within this platform, hearing-care practices may be stratified according to U.S. population demographics, socioeconomic status, health and wellness conditions, and distance-to-care data. By connecting with rural populations, HLPLAB researchers can learn more about hearing care access in rural areas, thus contributing to the database creation while providing important care for these populations.

4.2. In comparing the partnership responses from your previous classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your academic community partnership activity. (500 words)

Since its 2020 classification, ISU experienced significant changes in executive leadership and infrastructure around community engagement, in addition to challenges affecting higher education and the world. CCE has also experienced transitions in many staff positions, with new Assistant Directors of Co-Curricular Programs, Public Relations and Communication, and Assessment beginning in 2023, and a new Associate Director responsible for community partnerships, faculty support, and civic education and political engagement beginning in 2024. ISU is proud to have remained committed to consistent, pervasive, and ethical community engagement throughout these times of transition.

ISU's 2020 application listed 15 partnerships, and while we were limited to 8 in this cycle, there were an abundance of partnerships that fit criteria to be included here. Partnerships featured in 2020 are still active (e.g., the Stevenson Center and McLean County Criminal Justice Coordinating Council, Chicago Teacher Education Pipeline), while others featured this year have emerged based on community needs or new ideas in ongoing partnerships (e.g., Rural Access to Gender-Affirming Communication Healthcare Services, Studentification of Normal). The featured partnerships represent the breadth of community engagement across ISU, with at least one partnership from each college - except for Milner Library and the College of Engineering, which welcomes its first class in fall 2025. These partnerships address a variety of social issues (health, education, data analytics, business innovation) and constituencies (K-12 students, undergraduates, business owners, LGBTQIA+ individuals, rural community members), illustrating the wide impact of ISU's partnerships. Further, partnerships with rural communities and

organizations serving such communities have expanded since 2020, reflecting ISU's role as an anchor institution in McLean County and the surrounding area.

Reflecting on the 2020 application, 67% of the partnerships featured were grant-funded, with amounts ranging from \$3,500 to \$2,000,000. This year, 50% of the featured partnerships are grant-funded, with amounts ranging from \$425 to \$63,600. This demonstrates the institutionalization of community engagement, such that many partnerships do not rely upon external funding and are maintained even in the absence of funding (e.g., Community-Engaged Art Education was funded with \$425 per year in AY 2022-23 and AY 2024-25 but continued in years without funding). One notable change since 2020 was the loss of \$2,000,000 in funding for the National Center for Urban Education (NCUE), which led two partnerships listed in 2020. While this loss of funding impacted the number of programs offered, the purpose of NCUE to "cultivate and sustain innovative, resilient, and effective educators for urban schools and their communities" has persisted through the Chicago Teacher Education Pipeline (CTEP), which supports the Teach Chicago Tomorrow program and other grant-funded initiatives that work alongside school and community partners using asset-based frameworks to be agents and advocates of social justice.

Finally, ISU's capacity to track partnerships has increased with the use of Collaboratory (see 2.6). There are currently 385 activities entered on Collaboratory, representing 359 community partners, 134 faculty/staff partners, and 794 faculty/staff participants, with \$11 million in related funding and 13,476 students contributing 65,027 hours to impact 598,261 community individuals.

4.3. Describe specific systematic actions, strategies and assessments that are used to ensure the institution, academic units (colleges, departments), and faculty and staff are building partnerships that center mutual benefit, reciprocity, and asset-based partnerships. Be sure to describe: (500 words total)

- a. Activities and strategies used to include community partners reciprocally for mutual benefit and collective action
- b. How these activities and practices encourage authentic collaboration and reciprocity with community partners
- c. How the institution collects and shares feedback and assessment of academic community partnerships and shared goals to deepen, understand, and improve reciprocity, mutual benefit, and asset-based engagement

Mutual benefit, reciprocity, and asset-based partnerships are central to ISU's community engagement. CCE frames partnerships around the Community-Campus Partnerships for Health (CCPH) principles of partnership, which explicitly include mutual benefit, asset-based frameworks, and reciprocity, to ensure that campus-community partnerships are based upon these principles. Further, ISU encourages memorandums of understanding (MOU) to systematically define the expectations and responsibilities of all parties involved in a partnership, ensuring that all parties have a voice in identifying the partnership's goals. This builds trust, ensures mutual benefits, and promotes open communication, creating a foundation for cooperative efforts and long-term partnerships. MOUs also provide a framework for resolving conflicts and adapting to changing circumstances. Several units on campus, including CCE, the Office of International Engagement (OIE), and the College of Education (COE), encourage the use of MOUs and share templates and examples on their websites. Information on MOUs is also shared in professional development offered by CCE, and CCE staff are available for consultations to develop MOUs.

Employer advisory boards are also common throughout ISU. The College of Business (COB) has a robust Advisory Council with 32 members representing a variety of corporate, professional, and community organizations who provide advice on the COB's mission, program, development, and partnerships in the context of current affairs in business fields. Similarly, the Mennonite College of Nursing (MCN) Strategy and Planning Council, founded in 2010, provides input on a variety of issues, including strategic visioning, branding, outreach, development, and communication of needs and strategic priorities to external constituencies. Council members include alumni, leaders in local healthcare organizations, healthcare practitioners, business leaders, and community members. Advisory boards are common at the department level, including Economics, English, and Sociology and Anthropology. The School of Social Work's Community Advisory Board has members representing a cross-section of social work and community interests; this board meets at least twice per year, with additional meetings convened at the request of the School to provide input on projected innovations or current issues as they arise. These Advisory Boards promote collaboration and reciprocity by aligning programs with industry and community needs, enhancing curriculum relevance, and providing real-world insights. They build partnerships and facilitate resource sharing, creating a dynamic, responsive educational environment that prepares students for successful careers.

Feedback and assessment of academic-community partnerships are built into mechanisms described in Section 2 (e.g., Community Consulting Board, Optimal College Town Assessment, Community Impact Assessment). Outcomes have informed professional development focusing on deepening, understanding, and improving partnerships. For example, the Optimal College Town Assessment identified a need for

increased support for faculty to develop asset-based community partnerships that center on mutual benefit and reciprocity. This led to CCE staff creating a professional development program focused on partnership and assessment practices, in which participants learn about the Principles of Partnership and initiating, sustaining, and assessing equitable partnerships. This was offered in partnership with the Division of Student Affairs in spring 2025 and will be offered as monthly lunch and learn sessions in the fall of 2025.

4.4. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (500 words)

ISU's history is deeply intertwined with the history of Bloomington-Normal; thus, continuously improving partnership practices and relationships is central to ISU's identity. While actions to deepen and improve partnerships have occurred throughout the university since its last classification, this section highlights two that have been particularly impactful: centralizing community engagement reporting and developing an assessment cycle for campus-community relationships.

As previously described, ISU uses Collaboratory to track community engagement and public service activities across campus. Collaboratory tracks and monitors partnerships, activities, and collaborations between ISU and community partners. Collaboratory data can be used to tell the story of ISU's community engagement and provide meaningful insights into partnership practices and relationships. Community-engaged research and courses, outreach programs, service events, and partnerships can all be entered into Collaboratory. Each activity lists a great deal of information, including the community partner's role in planning, designing, implementing, or evaluating the activity (e.g., co-educate students, identify expected measures, benefits, or outcomes, supervise the activity) and intended and actual outcomes for students, ISU, partnering organizations, and the community broadly. When entering an activity in Collaboratory, faculty/staff are exposed to types of reciprocity by identifying the partner's role in the activity; for example, selecting "measure the impact of the activity on the community" would identify that the partner has an active role in generating knowledge and drawing conclusions, thus recognizing their expertise and committing to the co-construction of knowledge. Similarly, identifying outcomes for all parties involved has helped faculty/staff conceptualize mutual benefit, recognize the variety of ways in which their work can contribute to community goals, and self-assess their partnerships for mutual benefit.

Although the assessment cycle was previously discussed, it is relevant to revisit. In its last classification, ISU planned to re-implement a campus-community assessment in 2020, following a three-year cycle started in 2017. While valuable, the 2019 Community Perspectives Assessment was a small pilot study and thus not considered part of the assessment cycle. The assessment cycle was interrupted by COVID-19 in 2020, and while several assessments took place during the pandemic (e.g., 2020 Needs Assessment, 2021 Service-Learning Quality Assessment), this interruption and turnover in CCE's Assistant Director of Assessment in AY 2022-2023 prevented the development of a comprehensive assessment cycle. Fortunately, ISU has re-established an assessment cycle consisting of the OCTA every three years and the Community Impact Assessment (CIA) every two years. These assessments have already yielded actionable insights to deepen and improve partnership practices. The OCTA identified the need for increased support for faculty to develop asset-based community partnerships that center mutual benefit and reciprocity described in 4.3, as well as opportunities to strengthen relationships with local businesses, which is already being acted upon by staff responsible for innovation and strategic partnerships. The CIA identified opportunities for growth in initiating and sustaining partnerships, including connecting with people with relevant experience; therefore, CCE staff are planning to approach the annual Community Partner Lunch with greater intentionality by strategically extending individual invitations to faculty/staff that may have expertise requested by community partners.

ILLINOIS STATE UNIVERSITY

FACULTY AND STAFF



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Section 5: Faculty and Staff

5.1. As evidence provided for your earlier classification, you described the ways the institution offers resources and support services for faculty in any employment status (tenured/tenure track, adjunct/clinical/non-tenure track, and part/full time) and/or staff who seek to develop or deepen community engaged approaches and methods. Describe what currently is in place and what has changed, if anything, with resources and support services for community engagement. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate. How have the content, program, approaches, or audience for support services changed since the last classification? What have been the results? (500 words)

Community engagement resources and support services for faculty and staff have expanded significantly since Illinois State University's initial classification. The 2020 application described: the (Re)Design Your Course for Civic Engagement workshop offered by the Center for Civic Engagement (CCE) in partnership with the Center for Integrated Professional Development (CIPD); CIPD Teaching-Learning Communities; community engagement learning grants; and course development grants offered through the College of Education. These programs continue, and resources and support services have increased in these units. CCE launched a Civic Engagement Fellowship in 2022 to support faculty and students in designing, carrying out, and disseminating civic engagement projects. Faculty fellows receive a \$5,000 stipend, and undergraduate fellows, mentored by the faculty fellow, are compensated hourly. CCE staff provide fellows with resources and mentorship on civic engagement in higher education, foster connections to community partners, and promote fellows' work across campus and within professional associations. CIPD and CCE partnered to offer a Deliberative Dialogue facilitator training (see 5.2), and CIPD's annual symposium themes often include a civic or community engagement component (e.g., 2022: Building a Relationship-Rich Campus; 2025: Teaching in Turbulent Times: Creating Community with Care and Empathy).

Community engagement is integrated into resources and support services across campus beyond CCE and CIPD. The Office of the Provost has held workshops on community-engaged teaching, scholarship, and service and launched an institutional grant program to fund interdisciplinary research addressing wicked problems. The Office of International Engagement has partnered with CCE twice for their International Seminar Series, focusing on the UN Sustainable Development Goals (spring 2024) and global democracy and elections (fall 2024); these monthly seminars occur over the lunch hour and are frequently attended by community members and ISU affiliates. The Office of Research and

Sponsored Programs offers professional development and funding opportunities in the areas of economic engagement, social entrepreneurship, and innovation, and the Division of Student Affairs is intentionally integrating community engagement into its professional development (both described in 5.2). The Center for Mathematics, Science, and Technology leads professional development for faculty, staff, and graduate students in STEM disciplines, with learning communities on creating welcoming and supportive introductory STEM courses, inclusive STEM teaching practices, and utilizing STEM knowledge to pursue just, empathetic, and equitable solutions to societal problems. ISU also holds several internal conferences with opportunities for faculty and staff to develop or deepen community-engaged approaches and methods, such as the Culturally Responsive Campus Community conference that seeks to “actively recognize and rectify inequitable experiences and create a more just campus” and the EDI Leaders Symposium that is designed to help EDI leaders on campus integrate and advance equity, diversity, inclusion, access, and anti-racism efforts at ISU.

Given the vast number of units that offer resources and support for community engagement, we lack a mechanism to track program participation, frequency, and outcomes comprehensively. However, each of these programs occurs at least annually, and many at least once per semester, meaning that continuous resources and support are available for faculty and staff to pursue community engagement.

5.2. Check all of the community engaged professional development programs faculty and staff are provided. These programs provide educational training to improve community engagement across faculty and staff roles. Describe three of the topics that have been checked off above in the text box underneath the selected topic and include the purpose, audience, activities, and results. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate. (Maximum word count of 750 words per topic)

- ☒ **Syllabus development and implementation planning**
- ☒ **Partnership initiation, development, management, assessment planning**
- ☐ Remote/online community engagement (curricular or co-curricular)
- ☒ **Inclusion of community engagement in evaluation criteria of student learning outcomes**
- ☒ **Participation on learning communities, writing retreats, engaged learning institutes related to community engagement**

- ☒ **Training to understand ethical engagement practices that ensure equitable access and opportunity related to community engagement**
- ☒ **Documenting and evaluating promotion, tenure, and/or reappointment dossiers for faculty candidates and reviewers**
- ☒ **Global and intercultural community engagement**
- ☒ **Climate and Sustainability Development Goals connected to community engagement**
- ☒ **Social innovation, entrepreneurship, and economic engagement**
- ☒ **Engaged learning webinars and workshops**

Syllabus development and implementation planning:

Offered each summer since 2010, the (Re)Design Your Course for Civic Engagement workshop is a multi-week, cohort-based professional development program open to all tenured, tenure-track, and full-time non-tenure track instructors, as well as staff with teaching responsibilities. This program is co-sponsored by CCE and CIPD with financial support from State Farm Insurance related to courses being incorporated into the Civic Engagement and Responsibility (CER) Minor, which is also coordinated by CCE. The program is co-facilitated by CCE's Associate Director, who has expertise in community partnerships, CCE's Assistant Director of Assessment, and CIPD's Assistant Director for Educational Development Programs. Typically, eight individuals participate every summer and receive stipends for completing the workshop. The purpose of this program is to build participants' skills in developing course-based civic engagement experiences that include mutually beneficial community partnerships. Program goals include: identifying civic competencies that connect with discipline and course content; designing a course with civic engagement components; developing a plan for a specific course assessment where students demonstrate some aspect of civic learning; creating a plan to cultivate mutually beneficial partnerships with communities; articulating the connection between civic engagement and diversity, equity, and inclusion; and developing a plan for community-engaged scholarly activity. The workshop occurs over four weeks with both in-person sessions and asynchronous work between sessions.

The first session introduces participants to foundations of civic engagement, pedagogical practices, and the role of civic education across various disciplines, supplemented by resources including the Seed Coalition's Social Change Wheel, various models of service-learning, the social change model of leadership development, and examples of asset-based and equity-based frameworks. Following the first session, participants

asynchronously explore the Community-Campus Partnership for Health's Principles of Partnership, which guide partnerships at Illinois State University, and read peer-reviewed work related to community partnerships.

In the second session, participants visit several community organizations to learn about their missions and opportunities for engagement and network with organizations during a campus-community lunch that is open to all faculty and staff. Following this session, participants reflect upon the Principles of Partnership and prior readings to consider how they can initiate and sustain a relevant partnership.

The third session emphasizes integrating partnerships into course design, creating academically rigorous learning outcomes that integrate elements of civic engagement and ISU's Civically Engaged Learning Goals, and applying active, reflective learning experiences that support learning outcomes. Participants discuss the readings related to community partnerships – specifically how the concepts relate to their course contexts – and explore resources related to civic learning and democratic engagement, core competencies of civic learning, and the Civically Engaged Learning Goals to begin drafting their learning outcomes and revised syllabus.

The fourth session focuses on assessment, including assessing student progress toward learning outcomes in general, assessing civic engagement outcomes, and assessing partnerships. Resources shared in this session include ISU's Student Assessment Matrix for Civically Engaged Learning Goals, survey items and scales, qualitative assessment mechanisms (e.g., interview protocols, narrative prompts, reflection templates, analysis tools), validated rubrics (e.g., AAC&U VALUE Rubrics, SENCER Rubric for Curricular Civic Engagement), and partnership evaluation tools.

In the final session, participants share their redesigned course with the cohort, including their revised learning outcome(s), assessment strategies, learning activities, and a concrete plan for collaborating with a community partner, including how the community partner will have a voice in the course design. Finally, participants are required to complete one additional activity in the academic year following their participation. Activity options are: designing a community-engaged study; presenting their redesigned course at a conference or symposium; publishing or providing a draft of a scholarly work related to the redesigned course; or integrating the course into the CER minor. To date, 109 faculty and staff have participated in the workshop, and 111 classes have been redesigned.

CCE's Director, Associate Director, Assistant Director of Assessment, and Assistant Director of Co-Curricular Programs also provide ongoing professional development in the form of workshops and individual consultations in their areas of expertise upon request.

For example, the Director and Assistant Director of Assessment regularly present on integrating community engagement into teaching and scholarship in accordance with updated Faculty Appointment, Salary, Promotion, and Tenure guidelines; the Associate Director offers presentations on faculty support for civic engagement activities; the Assistant Director of Co-Curricular Programs presents on integrating service-learning into student organizations; and all four staff members regularly have individual consultations with faculty and staff on planning and implementing civic engagement, community partnerships, and relevant assessment into both curricular and co-curricular experiences.

Social innovation, entrepreneurship, and economic engagement:

Professional development for faculty and staff is also offered through ISU's engagement in the Illinois Innovation Network (IIN). The vision of the IIN is to drive inclusive and integrated research, innovation, and economic development across Illinois. This is accomplished through collaboration, capacity-building, and integrated systems in education, research, and innovation by connecting people, organizations, and resources. There are 15 hubs across the IIN, with a representative from each hub on the IIN's governing body, the Executive Council. ISU leads the Bloomington-Normal Innovation Hub, which has the following foci: business incubator, economic development, entrepreneurship, environment & water, food & agriculture. The hub's strategic plan organizes its goals and objectives into social sustainability, environmental sustainability, and economic sustainability.

All ISU IIN and hub activities are coordinated through the Office of Research and Graduate Studies. The Associate Vice President for Research and Graduate Studies serves as an officer on the IIN Executive Council. The Director of Innovation and Strategic Partnerships coordinates all the campus activities. There is active participation in 13 of the 19 IIN committees and subcommittees by 12 individuals representing the hub. These individuals meet bi-monthly to report on their committee/subcommittee activities, share opportunities for faculty and staff to engage in IIN activities and professional development, and identify strategies to strengthen hub participation and actions.

A notable example of professional development offered by the IIN is the annual Sustainability Research Conference held each fall, which rotates to a different member campus each year. ISU was proud to be the host of the conference in October 2024, providing a valuable opportunity for professional development related to social innovation, entrepreneurship, and economic engagement to the ISU community. As such, staff provided leadership to coordinate 86 participants (41 from ISU), 8 research panel presentations with themes of Food & Agriculture (e.g., *Mapping and Spatial Analysis of Rural Broadband Access and Quality to Develop a Roadmap for Smart Farming in Illinois*),

Computing & Data (e.g., *The Design, Development, and Deployment of a Mobile-based Child Vaccination Program for Underserved Communities in Illinois Using Novel Digital Analytics and AI Tools*), and Environment & Water (e.g., *Integrating Hydrology and Social Science for Community Resiliency against Flooding Hazards*), and 18 student poster presentations. This was the largest attendance in the four years the conference has been held. The conference included a keynote presentation from the National Science Foundation on use-inspired research and networking to develop research partnerships. Notable roundtable discussions included: Illinois Innovation Networks Social Innovation and Impact grant, research partnerships with the United States Department of Agriculture, research partnerships with the Illinois Soybean Association, and an overview of the National Science Foundation funded translational research project for Great Lakes Renew.

As a member of the IIN, ISU has access to three memberships in the Chicago-based 1871 business incubator available to faculty and staff as professional development opportunities. Currently, a faculty member from the Mennonite College of Nursing is participating in 1871's PYROS entrepreneurship training program to further develop her card game, *Collaborate*, which teaches nursing students inter-professional collaboration. The IIN also offers IIN Tech Talks, a webinar series featuring dialogue between industry and academic experts designed to inspire new ways of collaborating, innovating, and solving technological, social, and economic challenges. Through the IIN, ISU also hosted a conference (INTEGRaL: Innovation Network To Enhance and Grow ReseArch Infrastructure and Links) for research administrators across the IIN in summer 2024, with sessions focusing on topics such as staff training and professional development within the IIN, working with state agencies, and how cooperative research can yield high-quality discoveries that will benefit society.

Internally, staff in the Office of Research and Graduate Studies hosted a two-hour workshop in October 2024 for faculty to learn more about the IIN's Sustaining Illinois Seed Grant (applied research for the ultimate economic benefit of the state) and Social Innovation and Impact Grant. ISU faculty and staff have been PIs or co-PIs on 11 Sustaining Illinois Seed Grants since fall 2020, yielding substantial expertise in this grant program; the workshop hosts were one staff member who has served as a reviewer on Social Innovation and Impact Grants and one staff member who has been a PI/co-PI on two Sustaining Illinois Seed Grants. The workshop focused on grant requirements, components of a competitive application, and advice from past grant recipients. With approximately 30 participants, the program received tremendous positive feedback and will be offered annually each fall to allow faculty and staff to prepare for late winter/early spring grant deadlines.

Engaged learning webinars and workshops:

Professional development offerings include extensive access to engaged learning webinars and workshops. These opportunities cover topics related to integrating civic engagement activities into courses, faculty and community partnerships, and theoretical and pedagogical foundations of civic engagement. CIPD regularly provides such opportunities and partners with CCE. Many webinars and workshops are available to the campus community broadly, acknowledging that people and positions across the university are responsible for educating students about civic engagement.

CIPD's main webpage includes a civic engagement tab listing regularly offered programming. In addition to the annual (Re)Design Your Course for Civic Engagement workshop, faculty and staff can request workshops focused on classroom/community interactions at any time. CIPD and CCE also offer semi-annual Deliberative Dialogue facilitator training, teaching faculty skills for managing difficult conversations and promoting civil discourse. To date, 66 faculty and staff have been trained as Deliberative Dialogue facilitators. CIPD and CCE hold annual book groups each spring to support professional development by establishing shared learning communities to discuss civic engagement issues affecting teaching and academia. In spring 2024, the book group read *In the Shadow of the Ivory Tower*, discussing universities exploiting surrounding communities and ethical partnerships. The book group in spring 2025 read *The Age of Insecurity: Coming Together as Things Fall Apart*, exploring civility and community building, aligning with CIPD's annual theme of Teaching Through Turbulence. CIPD also convenes Teaching-Learning Communities, infusing civic engagement topics into ongoing workshop series.

The Division of Student Affairs also has a vested interest in civic engagement professional development. They partnered with CCE to host a two-part workshop titled *Maximizing Impact Through Intentional Partnerships, Programs, and Assessment* in spring 2025. Participants learned about the Principles of Partnership, building, maintaining, and assessing sustainable partnerships, and practiced developing those partnerships in real-time. This emerged organically from the Student Affairs strategic planning task force, which identified increasing efficiency, leveraging partnerships, and supporting staff professional development as critical needs. Forty staff members representing over 75% of Student Affairs units and several Academic Affairs units attended this series. This program received outstanding evaluations and participants had meaningful conversations across unit boundaries, developed novel ideas for high-impact programs and projects, and were excited to meet and network with colleagues in different areas of expertise. This will continue to be offered annually.

Previous workshops offered through Student Affairs have included topics such as community cultural wealth (2021), political and social engagement and activism (2022), and facilitating dialogue on controversial issues (annually). Student Affairs also hosts annual book groups, reading titles including *Just Mercy* (2021), *White Rage: The Unspoken Truth of Our Racial Divide* (2022), *The Four Pivots: Reimagining Justice, Reimagining Ourselves* (2023), and *I Never Thought of It That Way: How to Have Fearlessly Curious Conversations in Dangerously Divided Times* (2024). Similarly, CCE's Director worked with the Administrative Professionals (AP) Council in 2022 to lead a discussion of Reyna Grande's book *Distance Between Us*, a memoir about Grande's life before and after arriving in the United States as an undocumented child immigrant, including resources on supporting undocumented students. The Provost's Office also offers themed professional development series that infuse civic engagement content, including workshops on the role of community engagement in the Faculty Appointment, Salary, Promotion, and Tenure policies offered annually. Both the Division of Student Affairs and the Provost's Office offered live webinars on free speech in fall 2024.

In addition to institution-specific offerings, many departments at ISU share and advertise, typically via listservs and Microsoft Teams, the offerings of local and nationally affiliated organizations to provide professional development opportunities. The campus community is encouraged to attend workshops provided by organizations like Forefront (<https://myforefront.org/>), which offers non-profit support and professional development applicable to faculty and staff. Many campus community members subscribe to NASPA, Student Affairs Administrators in Higher Education, which regularly provides webinars, workshops, and conference experiences related to civic engagement. CCE provides funding to faculty, staff, and students to attend NASPA's Civic Learning and Democratic Engagement (CLDE) conference annually. Other organizations whose webinar and workshop content are regularly promoted include Campus Compact, the Association of College and University Educators, The American Democracy Project, the American Association of State Colleges and Universities, the National Center for Faculty Development and Diversity, and the International Association for Research on Service-Learning and Community Engagement (IARSLCE), of which ISU is a campus member. While there is no mechanism to track participation in external webinars, the CCE estimates that several hundred ISU faculty and staff participated in ISU-based annual offerings based on attendance statistics from the events mentioned above.

5.3. Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for faculty/staff that partake in academic community engagement. (500 words)

CCE hosts the Civic Engagement Celebration each spring to celebrate individuals and organizations for their outstanding contributions to civic engagement and their communities. The event includes poster presentations by faculty, staff, and students sharing civically engaged projects, courses, and research intended to highlight various forms of civic and community engagement across the institution. The celebration also publicly recognizes faculty and staff who support the core value of civic engagement through service as Civic Engagement Ambassadors, members of the Civic Engagement Advisory Board, members of the Voter Engagement Coalition, and participants in the (Re)Design Your Course for Civic Engagement workshop.

The annual Civic Engagement Awards are presented by the President, Provost, and Vice President of Student Affairs along with CCE staff members. The awards were first presented in 2017 by the American Democracy Project, which has since been absorbed into CCE operations. Award recipients are nominated by colleagues or self-nominated and are presented in nine categories.

The Faculty, Staff, and Student Awards are individual awards recognizing faculty members, staff members, and students who are significantly involved in civic engagement activities at ISU and/or in the broader community. These recognitions honor the individuals' commitment to the public good, advancement of civic engagement, and embodiment of the value of civic engagement personally and/or professionally.

The Registered Student Organization, Unit, and Interdisciplinary Team Awards each recognize on-campus groups that develop or are significantly involved in a civic engagement initiative or activity at ISU and/or in the broader community, with the Interdisciplinary Team Award specifically created to acknowledge that civic engagement has no boundaries and collaboration is often required to create meaningful change.

The Community Partner Award recognizes a community organization that is significantly involved with ISU, honoring organizations and individuals who contribute to student learning and support student engagement with the community in a curricular or co-curricular setting. The Centering Equity, Diversity, and Inclusion (EDI) Award recognizes an individual or group who has developed a civic engagement initiative or activity at ISU or in the community that centers equity, diversity, and inclusion, exemplifying CCE's vision of a more just and equitable world cultivated through the co-creation of knowledge, mutually beneficial partnerships, and collective action. The Friend of Civic Engagement Award is

selected by the Center for Civic Engagement staff to recognize those who are going above and beyond to help the staff fulfill their mission.

Award recipients are publicly recognized at the Civic Engagement Celebration and highlighted in an article published on CCE's website. They have also been invited to special events with the President to further recognize their commitment to the University and community.

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

5.4. Provide five to 10 examples of staff scholarship (conference presentation, publication, consulting, awards, etc.) that have taken place since your last classification. A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement. (1000 words total, may include links)

1. Anderson-Zorn, A., Ciani, K., Fitzsimmons, R., & Tudela, M. (2024). WGSS at 50: 1974-2024. [Curatorial]. Exhibit at Milner Library, Illinois State University, Normal, IL. <https://library.illinoisstate.edu/exhibits/2024/wgss/>

This exhibit showcased objects, photos, and documents from the University Archives in honor of the 50th anniversary of the Women's, Gender, and Sexuality Studies (WGSS) at ISU. The exhibit celebrated the interdisciplinary community committed to collaboration, innovation, and socially responsible activism. Artifacts illustrated the development of the program, including many collaborations between WGSS scholars and community partners to bring activist and leadership opportunities to students.

2. Darner, R., & Sutter, K. (2023). Makerspaces as a Tool for Science Teacher Preparation. *Innovations in Science Teacher Education*, 8(1). <https://innovations.theaste.org/makerspaces-as-a-tool-for-science-teacher-preparation/>

This editorial, co-authored by an ISU administrator and a K-12 teacher, discusses the potential of Makerspaces, collaborative workspaces for creating and learning that integrate STEM disciplines through hands-on projects, to prepare future STEM teachers to teach interdisciplinary STEM. Engaging teacher candidates and in-service teachers in maker-based learning helps them overcome anxieties and see the value of

interdisciplinary, real-world problem-solving, ultimately benefiting both educators and students in community engagement projects.

3. Henninger, M. L., LeFevre, B., Steinbach, H., Miskulin, G., & Miskulin, J. (2024). Jon's Heroes in Training: A cross-sector collaboration serving university and community stakeholders. *Journal of Physical Education, Recreation & Dance*, 95(5), 6-11.
<https://doi.org/10.1080/07303084.2024.2319526>

Jon's Heroes in Training (JHT) is a cross-sector collaboration providing after-school physical education for children with autism led by ISU students. This article chronicles JHT's establishment, highlighting the role of the Center for Civic Engagement and co-authored by a staff member who worked at CCE during the inception of this program. It explains the roles and responsibilities of various stakeholders, including faculty, students, children with autism and their families, and local non-profits, as well as the impact of JHT on various stakeholders.

4. Mustian, A. L., O'Malley, J., Garcia, G., Millan, C., & Zamudio-Mainou, M. L. (2021). Whose Voices Matter?. [Book chapter]. *The Power of Community-Engaged Teacher Preparation: Voices and Visions of Hope and Healing*, 59.

This book chapter describes a community-engaged teacher education model between ISU and Chicago Public Schools. The authors, two community partners, one faculty member, and two staff members wrote this chapter to document their work in building this partnership. They share their perspectives on what it means to be a community-engaged teacher, discuss preparing teachers to enter community spaces, explore power dynamics in the university-community partnership, and reflect upon missteps and shifts in practice to ensure an authentic, reciprocal relationship.

5. Price, M., Medlin, K., Wendling, L., Bruckner, C., Head, K., Stanlick, S., & Waring-Sparks, R.A. *Strategies for Tracking, Integrating, and Catalyzing Outcomes in Global Community Engagement*. (2024). [Panel presentation]. Making the Case for Education Abroad: Strategic Relationships & Evidence-Based Storytelling Series, The Forum on Education Abroad, virtual.

Bruckner and Waring-Sparks, staff in Sustainability and Civic Engagement, have collaborated to map ISU's research, teaching, and community engagement activities to the United Nations Sustainable Development Goals (SDGs). They were invited to participate in this panel to share their work, discuss how ISU conceptualizes global community engagement in the context of the SDGs, and how community engagement data can be used to tell the story of global community engagement.

6. Steinbach, H. (2023). *Town-Gown Collaboration Beyond the President*. [Conference presentation]. International Town & Gown Association's City & University Relations Conference, Fort Collins, CO.

This presentation explores town-gown collaborations and shares findings from a qualitative study investigating experiences of university employees tasked with managing a town-gown relationship. This culminated in a novel framework of collaborative town-gown relations highlighting the importance of antecedent knowledge, staffing structure, governance and administration of the town/gown relationship, mutuality, norms of trust and reciprocity, and ultimately, positive impacts of a healthy town-gown relationship.

7. Stewart, C., Twiddy, A., Neuffer, M., & Wodika, A. (2023). *Actions for Peace: Quilt-Making & Activism*. [Curatorial]. Exhibit at Milner Library, Illinois State University, Normal, IL. <https://library.illinoisstate.edu/exhibits/2023/quilt/>

This exhibit showcased a community-engaged art project between ISU, Thomas Metcalf School, and University High School to create the Actions for Peace Quilt highlighting SDGs, as well as artwork and written works that inspired the creation of the quilt squares and a booklist of children's and young adult literature aligned with the SDGs. The quilt has since been displayed at participating schools, local libraries, University Galleries, and the Civic Engagement Celebration.

8. Strzepek, K., & Steinbach, H. (2022). *Exploring Wicked Problems: A Multi-Faceted Civic Engagement Programming Model*. [Conference presentation]. NASPA Region IV Conference, Chicago, IL.

This conference presentation shared outcomes of a program series around the concept of wicked problems, endeavoring to spend several programs exploring a wicked problem to deepen participants' understanding of complex community issues. This presentation focused on health inequity programming, including a Deliberative Dialogue with campus and community participants, a community networking event with ISU affiliates and community partners, and a public policy dinner with local elected officials.

9. Waring-Sparks, A.L., Darner, R., Balance, C., Battisto, J., Cantu, M., Garcia, P., James, S., Lincke, A., & Link, A. *Avoiding Burnout Using Self-Determination Theory to Foster Well-being in Both Ourselves and Our Students*. [Conference presentation]. Annual Midwest Noyce Teacher Scholarship Program Conference, St. Louis, MO.

As part of the Midwest Noyce Teacher Scholarship Program, staff from the Center for Mathematics, Science, and Technology led a workshop with Midwest K-12 teachers on the application of self-determination theory to support teachers' and students' well-being.

This presentation, co-authored by the staff and teachers, reflects upon the workshop, how teachers integrated self-determination into their classrooms, and lessons learned on supporting teachers' well-being.

10. Weiser, S. G., DeMartino, L., & Buschman, P. (2024). Towns and Gowns: A Study in Crisis Leadership. [Book chapter]. In J. Reardon & J. Leonard (Eds.), *Volume X: Justice, Equity, Diversity, and Inclusion in Education: School-University-Community Research*, 141. <https://www.infoagepub.com/products/A-Place-Called-Home>

This book chapter documents educational administrators' experiences during COVID-19, highlighting differences in community engagement between higher education and K–12 schools. It reveals varied engagement methods, particularly in the degree of community engagement, with suggestions to inform future crisis responses and strengthen town-gown relationships.

5.5. Provide five to 10 examples of faculty scholarship from as many different disciplines as possible that have taken place since your last classification. A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement. (1000 words total, may include links)

1. Blazo, J. A., & Eberline, A. D. (2023). Engaging Minds Both Near and Far: Navigating Kinesiology Collaborations Between Universities for Local STEAM Education. *Collaborations: A Journal of Community-Based Research and Practice*, 6(1). <https://doi.org/10.33596/coll.102>

This publication describes Project KINEs, a university-community partnership integrating kinesiology concepts into middle school Science, Technology, Engineering, Arts, and Mathematics (STEAM) curricula in local schools. Initially focused on curriculum development and training educators, it expanded to include community-engaged research opportunities and practical experience for undergraduates in teacher education programs. This work highlights the impact of community-engaged scholarship and teaching in kinesiology and provides actionable suggestions for pursuing community-engaged scholarship.

2. Brehm, J. M., Bulengela, G., & Onyango, P. (2022). Beyond rules and regulations: understanding the cultural and social significance of beach seine fishery on lake tanganyika, Tanzania. *Maritime Studies*, 21(1), 115-130. <https://doi.org/10.1007/s40152-021-00249-8>

This sociological study explores resistance to the Tanzanian Government's ban on beach seines. Through interviews, participant observation, and focus group discussions, fishermen revealed that their resistance to regulation was driven by community perceptions of the fishery as a place of economic growth and community building. The authors suggest that local communities be engaged in policy creation to ensure their voices are heard and respected in management actions.

3. Carlson, K., Corness, G., Irannezhad, Z., Brucker, K., & Schlink, L. (2023). Sounds of Connection: Tactile support of family engagement in elderly memory-care residents. *Proceedings of EVA London 2023*, 104-109.
<http://dx.doi.org/10.14236/ewic/EVA2023.18>

This paper describes interactive musical quilts created in the context of a civically engaged graduate course, CTK480, Creative Technologies for Senior Citizens, in collaboration with a senior living center. Designed to aid memory-care residents and their families, each quilt has soft buttons that play music from the resident's childhood to facilitate remembering together. The project, initiated during the COVID-19 pandemic, emphasizes the importance of context and social connection, particularly between memory care residents and their families.

4. Courtad, C. A., & Courtad, J. C. (2021). Multicultural Literacy, Community Engagement, and Preservice Teachers: A How to Guide. In *Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals* (pp. 614-634). IGI Global. <https://doi.org/10.4018/978-1-7998-7375-4.ch030>

Co-authored by an ISU professor in the Department of Special Education, this chapter describes a community engagement project featuring lesson plans for integrating culturally diverse children's literature, instructions for interactive read-aloud sessions, and research-based evidence on the benefits of such instructional methods for preservice teachers, second language learners, and teacher educators.

5. Edmonds-Cady, C. (2023). Mapping Communities of Mothering: Where Race, Class, Gender, and Space Intersect. *Journal of Progressive Human Services*, 34(2), 183-205. <https://doi.org/10.1080/10428232.2023.2173473>

This ethnographic study, informed by intersectional and border thinking frameworks, examines the community-building and participation of local young, low-income, racially diverse single mothers. Results show that race, class, and gender intersected within constructs of power, mother identity, and physical space to form a socially constructed community of mothering, with implications for social work practice and supporting grassroots social change.

6. Hartle, L., Lorio, C. M., & Kosharek, C. (2023). Establishing innovative partnerships to support transitions from early intervention to preschool in the United States of America: lessons from parent and provider experiences. *Education 3-13*, 51(4), 597-606. <https://doi.org/10.1080/03004279.2021.1991971>

Transitioning from early intervention services to school-based services is challenging for families of children with developmental disabilities. This partnership between Communication Sciences and Disorders, Special Education, and a local nonprofit early intervention organization created a transition classroom to ease this process, with results showing clear benefits for children, families, and teachers and the authors sharing insight on developing partnerships for such transition programs.

7. Kaufman, K., & Kaufman, P. (2024). Warhol Speaks: How One Museum Leverages Communications Strategies to Engage in an Era of Innovation and Value Creation. *Atlantic Marketing Journal*, 13(2), 13. <https://digitalcommons.kennesaw.edu/amj/vol13/iss2/13>

In the current cultural climate, consumers expect engaging and multisensory experiences, presenting an opportunity for museums, historically perceived as places of passive observation, to reframe communication strategies. This work, conducted in partnership with and reviewed by museum staff, documents researcher observation at a specific museum to offer suggestions for museums to offer visitor engagement and added value.

8. MCN On Air, Episode 1, Dr. Valerie Wright: Cultivating Excellence through the Leadership Academy and CAUSE Project; <https://news.illinoisstate.edu/2022/02/mcn-on-air-episode-1-dr-valerie-wright-cultivating-excellence-through-the-leadership-academy-and-cause-project/>.

The Change Agents for the Underserved: Service Education (CAUSE) project educates nurses and nursing students on care coordination in partnership with four local primary care clinics. This podcast describes the program, specifically how nurses and nursing students are embedded in local clinics and the goals of improving patient health outcomes and increasing the number of nurses working in primary care.

9. Meyers, A. B., Swerdlik, M. E., Donnelly, M., & LeShoure, K. (2023). Advancing Preservice Consultation Training Through University-Community Partnership. *Journal of Educational and Psychological Consultation*, 33(1), 45-67. <https://doi.org/10.1080/10474412.2022.2155173>

This paper, authored by ISU affiliates and a community partner, describes a decades-long partnership between ISU's Department of Psychology and a local Head Start program. In

this partnership, ISU students consult with families and Head Start staff, gaining valuable experiences and developing competencies relevant to trauma-informed consultation. Head Start gains additional classroom support and the ability to report ISU support as in-kind contributions, meeting a federal requirement.

10. Miller, K., & Arellanes, J. A. (2023). A Father-Friendliness Survey: How Do Community Organizations Report Engaging Fathers? *Journal of Community Engagement and Higher Education*, 15(2), 39-54.
<https://files.eric.ed.gov/fulltext/EJ1411105.pdf>

This community-based participatory research project from the McLean County Fatherhood Coalition (MCFC), including faculty in the School of Teaching and Learning and Department of Psychology, explored father-friendliness within and across local organizations. The MCFC created a community survey to assess how the community served or marginalized fathers, yielding a repository of community resources, an executive summary for community organizations, a video for local schools, and motivation to bring about change in father-friendliness in our community.

5.6. Provide five to 10 examples of student scholarship from as many different disciplines as possible that have taken place since your last classification. A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement. (1000 words total, may include links)

1. Bourke, G. (2021). Bridging the Divide: Community Centers as a Catalyst of Socioeconomic Opportunity Cultivation for At-Risk Youth. *Stevenson Center for Community and Economic Development—Student Research*. <https://ir.library.illinoisstate.edu/cppg/37/>

Bourke's research focuses on Peoria non-profit East Bluff Community Center as a case study of community centers' roles in creating socioeconomic opportunities for at-risk youth in low-income, American communities, using a youth development, community development, and economic development lens.

2. Chavez, B., Sullivan, J., & Portela, P. (2023). Improving adolescent depression in primary care: a quality improvement initiative. *The Journal for Nurse Practitioners*, 19(3), 104503. <https://doi.org/10.1016/j.nurpra.2022.11.013>

This article, authored by a nursing student, faculty mentor, and pediatrician, examined the Guidelines for Adolescent Depression in Primary Care (GLAD-PC) screening tool for adolescents with depression in a primary care setting. Since many individuals only see a

primary care physician, this setting provides an opportunity to identify and treat adolescent depression. This study took place at a standalone community family health clinic in Chicago, mainly serving Medicaid, Medicare, and uninsured patients. Treatment of adolescent depression increased by 30% in 5 months, suggesting that using the GLAD-PC increased the treatment of adolescent depression at the clinic.

3. Collier, S., & Anderson-Zorn, A. (2023). Wikipedia Pages for Underrepresented Archivists: Creating Representation through an SAA Foundation Grant-Funded Documentation Project. *The American Archivist*, 86(2), 632-652.

<https://ir.library.illinoisstate.edu/fpml/201/>

This paper describes a graduate student's project to create content for Wikipedia pages for underrepresented archivists (e.g., women, Black, LGBTQ+, and other underrepresented archivists) to highlight their accomplishments in the profession. This work revealed systemic barriers while representing an important step toward equity in the archivist community, benefiting the archivist community through the creation of forty Wikipedia pages for underrepresented archivists.

4. Fever, L., O'Reilly, C., & Brown, M. (2023). Do Animals Use Streams As Corridors?. *University Research Symposium*. https://ir.library.illinoisstate.edu/rsp_urs/421/

This student research project, conducted under the supervision of a faculty member and in partnership with the Town of Normal and Ecology Action Center, explored how wildlife moves about the Town of Normal. Trail cameras were set up alongside local creeks/streams, and photos were analyzed for the presence of wildlife, with results correlating presence with time of day, season, and presence of plant species. Photos from the cameras were also posted on the Town's social media as an educational mechanism with high engagement.

5. Hunter, G., Erb, S. N., Greenslaugh, R., Keeran, L., Hickman, R., Ulrich, E., ... & Roelant, C. (2023). Being Welcoming: Community Engaged Research on Immigration to Bloomington-Normal. *Student Research - Sociology and Anthropology*. <https://ir.library.illinoisstate.edu/grh/3/>

This project, authored by graduate and undergraduate anthropology students, investigated a community-identified research question: "What have recent immigrants learned that they wish they had known when they first arrived?" This work was conducted in partnership between an ISU course in ethnographic methods and BN Welcoming, a local nonprofit organization working to make Bloomington-Normal a safe and supportive community for immigrants and refugees. This article describes the background of immigration in the Midwest, the structure of the research project, and the results of immigrant perspectives

on life locally, which can contribute to a “living resource package” shared with new immigrants to the area.

6. Kotomin, V., Frere, W., & Morr, R. (2024). Forgive me not? Racial and institutional disparities in the Paycheck Protection Program loan forgiveness. *Small Business Economics*, 1-29. <http://doi.org/10.2139/ssrn.4708101>

This analysis of loan forgiveness in the Paycheck Protection Program (PPP), conducted in partnership with the Federal Deposit Insurance Corporation (FDIC) and co-authored by a graduate student, sought to identify how lender types and borrower characteristics influenced outcomes of small business loans. This work identified disparities in PPP loan forgiveness related to the race of borrowers and the institution type of lenders. The authors suggest modifications to future government loan programs to reduce such disparities.

7. Lemp, H., Lanier, J., Wodika, A., & Schalasky, G. (2023). Impact of food insecurity on the health and well-being of college students. *Journal of American College Health*, 1-10. <https://doi.org/10.1080/07448481.2023.2187631>

This qualitative study explored how food insecurity affects students’ health and identified barriers that impact the effectiveness of community-engaged efforts to support students’ food access. Results revealed a variety of negative effects on students’ health and well-being due to food insecurity and barriers at both the university and community levels to food access. This work recognizes that food insecurity is an issue that affects universities and communities and suggests strategies for collaboration to improve food accessibility.

8. Meister, R. (2023). Creating Safe Spaces. *Image of Research Exhibit*. <https://ir.library.illinoisstate.edu/ior2023/6/>

This photo shows the progression of a mural created in partnership with a local community center. Aside from the artistic product, the goal of this project was to create a safe space for young people in our community to engage with a diverse community, including students, muralists, and law enforcement. This student conducted psychological research throughout the event to explore how participation in this project influences youth self-esteem, hopefulness, self-efficacy, civic thinking, and how they think about their community.

9. Northern, G. (2023). Citizenship Starts Here: A Community Engaged Approach to Civic Education. *Stevenson Center for Community and Economic Development—Student Research*. <https://ir.library.illinoisstate.edu/scced/50/>

In 2015, Illinois legislators passed a bill that required public high schools to provide a civics course for students. In this study, Northern investigated how these civic education

standards and other school climate factors impacted middle school students' civic engagement. The research reinforced the importance of community engagement as a component of high-quality civics education.

10. Tibbs, R. G. (2023). Examining Farmers' Perceptions of Precision Agriculture Technologies and Their Interest in Conducting On-Farm Precision Experimentation. *Theses and Dissertations*. 1873. <https://ir.library.illinoisstate.edu/etd/1873>

Precision agriculture technologies are enormously beneficial for farmers and provide opportunities for on-farm precision experimentation (OFPE) in collaboration with researchers to optimize resource use; however, this technology remains poorly adopted, and farmers infrequently partner with researchers. Tibbs' thesis conducted a needs assessment of local farmers, concluding that farmers often engage in OFPE independently and are willing to partner with researchers if they are active collaborators throughout the research process.

5.7. Describe how the institution regularly measures and assesses faculty community engagement, particularly as it relates to outputs and outcomes relative to teaching, research/creative activity, and/or service. How is data used to improve programs and outcomes? How have the results changed since your last classification? Provide relevant links. (500 words)

Illinois State University's initial classification described assessment of faculty community engagement in the context of course design workshops and lacked a mechanism for institution-wide assessment of faculty community engagement. With the approval and implementation of revised Faculty Appointment, Salary, Promotion, and Tenure (ASPT) policies (described below), the University can now develop more comprehensive assessment of faculty community engagement. It is important to note that the ASPT revisions were approved on January 1, 2023, and since that time, there has been turnover in administration and staff involved in implementing, publicizing, and assessing these policies; ISU's faculty also filed for union representation in October 2023 and began negotiations with administration in February 2024, with negotiations currently ongoing and the parties engaged in mediation. These circumstances have contributed to uncertainty surrounding the logistics of developing assessment of faculty community engagement.

Nonetheless, mechanisms of assessing faculty community engagement have been integrated into preexisting systems, most notably the program review process. At ISU, each degree program undergoes program review every eight years, which is a comprehensive self-study process overseen by the Academic Planning Committee and supported by University Assessment Services, the Assessment Advisory Council, Alumni

Engagement, and the Center for Civic Engagement (CCE). Beginning with self-studies due in the fall of 2022, the self-study report now includes a section on Student Participation in Civic and Community Engagement Opportunities, instructing units to “Identify civic and community engagement opportunities available to students in the program and describe how they relate to student learning outcomes established for the program. Describe methods used by the program to track and assess student and faculty participation in such activities and discuss participation trends over the period of review.” This demonstrates that civic and community engagement are considered integral components of academic programs, and that faculty are expected to provide such opportunities, whether that is in teaching, research/creative activity, or service. Data from this question in the self-study are shared with CCE and considered by the Academic Planning Committee as part of the program review process, often being referenced in program review outcome and recommendation reports. For example, a recent program review report recognized the program for integrating community engagement into teaching, stating “Co-curricular opportunities have also been infused into courses offering students the chance to engage in civic and community projects (examples include collaborative projects with the Community Healthcare Center, Habitat 4 [sic] Humanity, YWCA of McLean County, and the McLean County Museum of History).” Another recent report recommended “that the program continue to explore providing more opportunities, both curricular and co-curricular, for students to participate in civic and community engagement,” suggesting that the program reach out to CCE to coordinate such opportunities. While this is not a direct assessment of faculty community engagement, it does allow programs to self-assess the community engagement opportunities that faculty extend to students in their programs, provides data-informed recommendations for continuing or expanding community engagement opportunities, and holds all academic programs to a consistent standard.

5.8. Indicate the campus approach to faculty tenure and/or promotion: (Check all that apply)

- ☐ My campus has a contract or tenure track structure rather than a tenure and promotions structure.
- ☒ **My campus has a tenure and promotion structure defined at the department level.**
- ☒ **My campus has a tenure and promotion structure defined at the school level.**
- ☒ **My campus has a tenure and promotion structure defined at the institutional level.**

5.9. Describe policies and practices that support faculty community engagement at your institution, such as search and recruitment, annual review, reappointment, bonuses, and/or merit pay. Do NOT include promotion and/or tenure policies in this response. Specify if these policies are different for faculty of different employment statuses (i.e., tenured/tenure track, adjunct/clinical/full time non-tenure track, and part/full time.) (500 words)

ISU's core value of civic and community engagement is embedded in many policies and practices. All job postings highlight ISU's commitment to these values, stating: "Illinois State University, founded in 1857, enrolls approximately 21,000 students in six colleges. Our strategic plan, *Excellence by Design: 2024-2029*, lists our core values: Excellence in Teaching, Learning, and Scholarship; Individualized Attention; Equity, Diversity, Access, and Belonging; Collaboration; Community and Civic Engagement; Respect; and Integrity. Learn more about Illinois State's Metrics of Excellence at [IllinoisState.edu/PointsofPride](https://illinoisstate.edu/PointsofPride)." This ensures potential employees are aware of ISU's dedication to civic and community engagement.

Job postings for tenure-track faculty require that candidates "have a demonstrated commitment to equity, diversity, and inclusion in teaching, research, and service," indicating that service is an expectation and requirement of all faculty. Clinical educator postings often require candidates to initiate and sustain partnerships with community organizations and businesses. For example, a posting for Clinical Assistant Professor in Criminal Justice Sciences stated that the successful applicant will understand how to develop and maintain relationships with justice-related partners including criminal justice agencies, private industry, community partners, and non-profit organizations. Full-time non-tenure track faculty positions may include community engagement at the discretion of the hiring unit. For example, a recent posting in the School of Kinesiology and Recreation emphasized the relevance of community engagement in their Therapeutic Recreation program: "Experiential learning opportunities enrich students' education focused on recreation therapy as a process used in both clinical and community settings. The sequence emphasizes cultural competency, health equity, and social justice."

Leadership positions also reflect this commitment. School Directors and Department Chairs are expected to develop and maintain partnerships within and outside the University, promote academic programs to internal and external stakeholders, and encourage and support high quality research, teaching, and service. The leadership profile for the Dean of the College of Education includes the expectation "Represent the University, college, and academic units to external constituents and advance outreach and public service efforts by nurturing and building partnerships." The inclusion of

partnership and service in these leadership position descriptions further demonstrates the importance that the University places on community engagement.

ISU's Faculty Diversity Enhancement Program (FDEP, provost.illinoisstate.edu/initiatives/faculty-success/fdep/) supports faculty community engagement through strategic hiring. FDEP strives to attract faculty candidates who advance our commitment to fostering an inclusive environment characterized by cultural understanding and engagement, ethical behavior, and commitment to social justice. FDEP hiring practices strongly encourage and, in some cases, require a search advocate to participate in the search committee. Chairs/Directors can request FDEP funding of up to \$20,000 for three years to aid in their faculty searches. Within this request, Chairs/Directors must identify how the new hire can advance ISU's commitment to fostering an inclusive environment, with one of the options being "Demonstrated partnership building with communities facing disparities and works to understand how to provide value and support to these communities." The FDEP hiring guide also includes suggested prompts for application narratives, such as "How does your teaching practice [and/or scholarship/creative productivity] drive social change?"

5.10. Describe the policies for faculty promotion from all levels of the institution (campus, college or school, department) that specifically reward faculty community-engaged scholarship. If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well. Describe the pervasiveness of the policies outlined in question. For example, are they practiced across the institution? By most departments? By a few? (500 words)

At ISU, promotion and tenure policies are set at three levels: the University, the College (e.g., College of Arts and Sciences), and the School/Department; note that Schools and Departments are at the same level at ISU.

The University's Faculty ASPT Policies define scholarly and creative productivity as "a formal procedure that contributes to the expansion of basic knowledge or applies such knowledge to the solution of problems in society or exemplifies creative expression in a specific field of study. The results of research are communicated to professionals outside the University through a peer-reviewed process in a manner appropriate to the discipline. The University recognizes the scholarship of discovery, the scholarship of integration, the scholarship of teaching and learning, and the scholarship of application." The scholarship of application is further described as including "community-engaged scholarship that involves the faculty member in a mutually beneficial community partnership and is academically relevant work addressing disciplinary concerns, fulfilling campus and

community objectives, and/or sharing discipline-specific authority with community partners.” Appendix 2 of the University guidelines lists contributions that can be considered as evidence for scholarship, including the following direct references to community-engaged scholarship: community-partner reviewed/refereed presentations and papers delivered at local, regional, national, and international meetings; producing policy documents for community partners or legislators that apply disciplinary knowledge to the proposed policy; and providing evidence that peer review from community partner(s) has enhanced scholarship and provided reciprocal benefits to the community partner(s).

The University policy further states that guidelines at the College and Department/School level must be consistent with University policy and reflect contributions in the contexts of University standards of excellence and core values; this is noteworthy because ISU’s core values include civic and community engagement. Each of the College ASPT policies refer to the University ASPT policy regarding evaluation of scholarship, thus rewarding community-engaged scholarship in the promotion and tenure process. Similarly, 31 of the 35 tenure-granting Schools/Departments at ISU directly refer to Appendix 2 and/or the University ASPT policy regarding evaluation of scholarship in their policy, thus acknowledging and rewarding community-engaged scholarship. These 31 Schools/Departments represent all six academic Colleges and Milner Library, demonstrating the pervasiveness of these policies; in addition to the University explicitly recognizing and rewarding community-engaged scholarship, the Colleges and Schools/Departments commit to recognizing those same types of scholarship.

Several departments have language specifically referring to community-engaged scholarship beyond mentioning Appendix 2. For example, the Milner Library policy includes the exact language from the University ASPT policy, reiterating the importance of community-engaged scholarship. Further examples are included in question 5.11 below.

Other positions with instructional responsibilities (e.g., Clinical Assistant Professor, Clinician, Instructional Assistant Professor, Lecturer) are considered non-tenure track faculty and are unionized with the Illinois State University Education Association. Their contract specifies that there is no expectation for service or scholarship, although such responsibilities may be added with the agreement of the employee and supervisor if it is deemed in the best interest of the department. Thus, policies for salary increases do not include any non-teaching responsibilities.

5.11. In the period since your last classification, if you made revisions to faculty community engagement reward policies to promotion and tenure (at tenure granting campuses), please address the following where applicable.

- a. Describe how policies reward faculty for community engaged teaching and learning, research, creative activity, and service. Provide examples of policy descriptions that support community engagement in each of the faculty roles below:
 - o Community engaged teaching and learning (500 words)

The “Criteria for the Evaluation of Teaching” section of the University’s Faculty ASPT Policies guidelines reads, “Faculty and student interaction within the traditional classroom is the most common teaching venue. At the same time, as new instructional technologies develop and as a variety of forms of out-of-class learning experiences become more important, Illinois State University faculty members will engage increasingly in such activities, devoting more time to modes of instruction that occur outside of the traditional in-person classroom. This is an especially important consideration in light of growing research demonstrating the benefits of high-impact educational practices, which may take place outside of formal classroom settings and usually feature some degree of individualized attention, active learning, collaboration, the application of knowledge, and reflection on learning experiences. [...] Moreover, scholarly teaching contributions likewise may focus not only on traditional classroom instruction but also on other forms of teaching such as conducting laboratories, mentoring interns and graduate students, tutoring individual students, student advising, directing community-based and service learning activities, supervising and actively involving students in research experiences, leading study abroad, and providing similar educational experiences.” Community engagement is also present in several examples of common teaching activities, including:

- Facilitating student learning in collaborative and/or community-engaged group projects or community partnerships
- Supervising students in community-engaged research or advocacy
- Developing community-based and service-learning activities and/or Co-creating community engaged curricula, service-learning projects, and assessments with community partners
- Cultivating partnerships for community engaged and service-learning experiences to develop collaborative teaching practices

Community engagement is similarly present in examples of contributions that can be considered in the evaluation of teaching, including:

- Teaching reactions by alumni or community partners
- Evidence that the faculty member's students enact skills ethically and effectively in community-based settings
- Documentation of engagement in professional development activities that enhance teaching (including, but not limited to, enhancing cultural competency and/or community engagement)
- Evidence of meritorious supervision of students in research and creative activity, independent studies, internships, clinical experiences, laboratories, community-based and/or service-learning projects, and fieldwork
- Artifacts reflecting use of evidence-based and high impact educational practices (e.g., community engagement, service-learning projects; student research, etc.)

Further, Schools/Departments in all Colleges reward community-engaged teaching and learning through referring directly to the University ASPT guidelines as described above. Several Schools/Departments also explicitly include community-engaged teaching and learning in their tenure and promotion policies, with language such as “Other types of factors which the DFSC may consider in determining teaching performance include such items as [...] promotion and fostering of civic engagement activities in the classroom.” (Department of Sociology and Anthropology, College of Arts and Sciences) and “Faculty demonstrate the impact of their teaching and related activities by showing the ways that they have: [...] Included and applied service learning/civic engagement activities in teaching; Engaged the local community (e.g., local schools, community groups) in student learning. [...] Common teaching activities may include: [...] developing service learning and civic engagement within courses.” (Department of Special Education, College of Education).

- Community engaged research and creative activity (500 words)

The “Criteria for the Evaluation of Scholarly and Creative Activity” section of the University’s Faculty ASPT Policies guidelines reads, “The University recognizes the scholarship of discovery, the scholarship of integration, the scholarship of teaching and learning, and the scholarship of application. The scholarship of discovery contributes to the stock of human knowledge and involves the pursuit of new knowledge for its own sake. The scholarship of integration interprets, draws together, and brings new insight to bear on research findings. The scholarship of teaching and learning focuses on the discovery, integration, and application of knowledge, specifically with respect to educational processes in higher education. The scholarship of application brings knowledge to bear on

significant practical problems and societal issues and thus leads to new knowledge as such applications are tested, evaluated, and refined. The scholarship of application can include community-engaged scholarship that involves the faculty member in a mutually beneficial community partnership and is academically relevant work addressing disciplinary concerns, fulfilling campus and community objectives, and/or sharing discipline-specific authority with community partners.” Community engagement is present in several examples of contributions that can be considered in the evaluation of scholarly and creative activity, namely:

- Community-partner-reviewed/refereed presentations and papers delivered at local, regional, national, and international meetings
- Producing policy documents for community partners or legislators that apply disciplinary knowledge to the proposed policy
- Providing evidence that peer review from community partner(s) has enhanced scholarship and provided reciprocal benefits to the community partner(s)

Within the Colleges, 31 of 35 tenure-granting Schools and Departments reward community-engaged research and creative activity through referring directly to the University ASPT guidelines as described above. Multiple Schools/Departments also explicitly include community-engaged research and creative activity in their tenure and promotion policies, with Milner Library using the exact language from the University guidelines above and other units employing discipline-specific language such as, “As with traditional research, acceptance of creative work as an important intellectual activity involves review and evaluation by peers. Contests and festivals provide one avenue for review because they normally employ panels of expert judges to select the work that will be honored or screened. Because those outside the communication field may not understand the reputation of these events, information about the contest or festival would be important for the dossier. The information to include would be: [...] the decision to televise a creative work to the community outside the university through established commercial or public media channels. In the realm of traditional scholarship, this is akin to the selection of anthologies and is a recognition of excellence. These selections are generally made by a number of very knowledgeable professionals at various levels who are experienced in evaluating creative work and can readily recognize excellence, discovery, and innovation in the use of media form and the value of content for society at large” (School of Communication, College of Arts and Sciences).

- Community engagement as a form of service (500 words)

The “Criteria for the Evaluation of Service” section of the University’s Faculty Appointment, Salary, Promotion, and Tenure Policies guidelines reads, “Illinois State University recognizes under the category of service two major subcategories: professional service and university service. Professional service is the application of faculty professional expertise to needs, issues, and problems in service to professional associations as well as to businesses, government, not-for-profit enterprises, and the general citizenry. University service is the application of faculty expertise to the operation and governance of the University, including academic programs, departments/schools, colleges, and other components of the University.” Thus, community engagement is highlighted in examples of professional service, including:

- Consultation and service to civic organizations, social agencies, government, business, or industry that is related to the faculty member's teaching, research, or administrative work at Illinois State University
- Serving as consultant, advisor, or board member to educational, civic, social, business or other groups
- Using state-of-the-art disciplinary/interdisciplinary knowledge to facilitate change in community organizations or institutions
- Using disciplinary/interdisciplinary knowledge to make substantive contributions to public policy

Schools/Departments in all Colleges reward community-engaged service through referring directly to the University ASPT guidelines as described above. Several Schools/Departments also explicitly include community-engaged service in their tenure and promotion policies, with language such as “Criteria for excellent rating in service: Meets meritorious conditions and provides significant contributions to campus committees. Significant contributions could take the form of [...] leading a significant community engagement effort that involves improving our students’ experiences” (School of Information Technology, College of Applied Science and Technology); “The department is committed to making its professional and scholarly programs, activities, and consultations available to the public by responding to or assisting with community, regional, or state needs or problems” (Department of Finance, Insurance, and the Law, College of Business); “Faculty may choose to document their service productivity during the annual evaluation process with materials including but not limited to the following: [...] Descriptions or other evidence of community engagement activities that support the department’s mission and strategic plan” (Department of English, College of Arts and Sciences); and “Evidence of service may include, but is not limited to the following: Letters

of acknowledgement/appreciation from university and other professional peers, community members, students, or others” (School of Music, Wonsook Kim College of Fine Arts).

- b. Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, creative activity, and service. Describe the pervasiveness of the policies. (500 words)

All 35 tenure-granting Schools and Departments across the University refer to community-engaged teaching and learning, scholarly and creative activity, or service somewhere in their promotion and tenure policies through both direct references to the University guidelines and their own language. In addition to the examples above, the School of Theatre, Dance and Film’s ASPT policy, which states “The School of Theatre, Dance, and Film embraces civic engagement as a core value of Illinois State University. Faculty are encouraged to include civic engagement activities in teaching, creative/scholarly productivity, and service in their annual evaluation materials,” is a strong example of how units explicitly encourage faculty to include civic engagement, and thus community engagement, into all aspects of their work as faculty.

The Department of Agriculture Strategic Plan 2021-2026 infuses civic and community engagement into each of its four goals:

- Objective 1.4: Provide individualized and transformative educational experiences: registered student organizations, internships, study abroad, service-learning, civic engagement, independent studies, job shadowing, and mentoring and professional development opportunities.
- Objective 2.5: Support and encourage innovation such as civic engagement, service-learning, study abroad, and inter- and cross-disciplinary efforts within and beyond the Department.
- Objective 3.1: Celebrate the collegial spirit of the department and its strong ties to the agriculture industry.
- Objective 3.4: Globalize the curricula to address international issues that bear on the long-term sustainability of agriculture, including economics, social structures, environment, and technology.
- Goal 4: Develop and maintain productive relationships with external constituencies.

- 4.3: Explore collaborative research opportunities between the department and external constituencies.
- 4.5: Reward faculty and staff engagement with external constituencies.
- 4.6: Support community outreach initiatives undertaken by the department.

ISU's annual reporting structure requires academic units to report on their progress toward the goals in their Strategic Plans; thus, the inclusion of objectives such as those listed above demonstrates a willingness and expectation to be held accountable for achieving these goals. All six academic Colleges and Milner Library, as well as 18 of 25 Schools/Departments surveyed, included civic and/or community engagement in their strategic plans (not all Colleges require Schools/Departments to have individual strategic plans).

The Department of Communication Sciences and Disorders Academic and Clinical Education Manual, outlining departmental policies and procedures, lists several options for graduate student degree completion, one of which is a community-engaged independent study project:

“The student might explore a project that addresses a specified need in the community. Using this identified need from a community agency, the student, under the direction of the faculty mentor and the community agency, will craft a project that meets this need. Communication with the community agency will be included in the process.”

Offering community-engaged independent studies demonstrates the department's commitment to community partners and the value of community-engaged scholarship for both students and faculty members. Further, this manual is publicly available on the department's website, demonstrating publicly that faculty are expected to be prepared to mentor students in community-engaged work and that such work is considered equally as valuable as thesis-based degree completion options.

- c. If your campus has revised its policies specifically to incorporate community engagement, describe when the revisions occurred and the process that resulted in the revisions. (500 words)

In February 2020, the Center for Civic Engagement (CCE) Director met with the college Deans, Chairs, and Directors to share feedback from ISU's first Carnegie application, which suggested that the University revise ASPT policies to better recognize and reward community engagement. Around the same time, CCE created an Advisory Board composed of representatives from across campus to advise on higher-level strategies for institutionalizing community engagement, including revising the ASPT documentation.

Once the recommended revisions were completed by the CCE Advisory Board, the CCE Director shared these recommendations with the Civic Engagement Ambassadors, a group of faculty and staff who serve as liaisons to units across the university. Based on suggestions provided by the Advisory Board and Ambassadors, CCE developed several recommendations to revise/update the University's ASPT *Appendix 2* (Evaluation of Teaching, Research, and Service section additions, pp. 95-99). The Advisory Board also created institutionalized definitions of community-engaged teaching, scholarship/creative works, and service based on best practices and included them on the Center for Civic Engagement website (<https://civicengagement.illinoisstate.edu/faculty-staff/engagement-types/>) and noted them in the ASPT revisions.

The Civic Engagement Advisory Board shared the recommended revisions with the Faculty Caucus, University Review Committee, and the Provost's Office in February of 2021. The CCE director met with the University Review Committee in April of 2021. The University Review Committee (URC) is a subcommittee Academic Senate charged with revising the Illinois State University Faculty ASPT Policies (<https://provost.illinoisstate.edu/resources/tenure-promo/>). The URC suggested several revisions, which were completed by the CCE Director. According to University policy, part of the duties of the chairperson of the URC and the Assistant Vice President of Academic Administration are to present ASPT revisions to the Faculty Caucus for review. The Chair of the University Review Committee and the Assistant Vice President of Academic Administration presented the recommendations to the Faculty Caucus at a Faculty Senate meeting in September of 2022; the CCE Director was also present at this meeting to answer questions.

Based on suggestions from the Faculty Caucus, the preamble was revised slightly, and the Academic Senate accepted the final revisions in November of 2022. The revised version (<https://adobe.ly/3Ed6EjC>) highlighted the importance of faculty creating and maintaining mutually beneficial and reciprocal partnerships through community-based teaching and co-creating curricula and assessment with community partners. The revisions also noted that peer review by community partners should be recognized as an important form of evaluation of scholarship and creative works. Finally, the revisions to the service section stated that the use of disciplinary/interdisciplinary knowledge to facilitate change in community organizations or to create substantive contributions to public policy should also be rewarded. The CCE Director and staff have presented several professional development workshops to Chairs, Directors, and Faculty Status Committees related to the revisions and have provided resources to departments/units to encourage faculty to integrate community engagement into their teaching, scholarship/creative works, and service.

- d. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, human resources, community engagement center director, or other key leaders in revising promotion and tenure guidelines to reward faculty scholarly work that uses community engaged approaches and methods. (500 words)

As described in 2.4A, CCE dual reports to Academic Affairs and Student Affairs, with the Director reporting to the Assistant Vice President of Student Affairs/Dean of Students in Student Affairs and, typically, the Associate Provost in Academic Affairs. Since the ASPT revisions were an academic endeavor, CCE's academic reporting structure is relevant here. During the time of the revisions, the CCE Director reported to the Associate Provost, who reported directly to the Provost. Shared governance is an important value at Illinois State University. The CCE Director worked with various stakeholders across campus to ensure that the revised ASPT document would better recognize and reward community engagement. The Associate Provost shared reports of the revision process with the Provost as they occurred and with the Associate Vice President (AVP) of Academic Administration, who oversees academic personnel matters, including ASPT policies, recruitment, retention, sabbaticals, and related policies. The CCE Director also discussed the revisions with Deans, Chairs, and Directors.

While there were three different AVPs for Academic Administration from 2020-2022, the CCE Director and Advisory Board worked to ensure that the revisions would remain on the Senate agenda despite staff transitions. During the revisions, an interim chief diversity officer was a member of the CCE Advisory Board and provided feedback on the revisions. The University Review Committee, Faculty Caucus, and Academic Senate also played an integral role in the process and the Provost was at the Senate meeting where the revisions were presented. The Faculty Senate abides by the General Counsel's recommendations regarding the timeline for when revisions can be made, and fortunately, in spite of the changes in leadership in Academic Affairs, the changes were made in time to be included in the University's updated policies that became effective on January 1, 2023.

Since the revisions to Appendix 2 were approved, the CCE's Director has led several professional development sessions with Faculty Status Committees at the College, Department, and School levels.

Each college has a College Faculty Status Committee charged with developing and administering college-level ASPT policies and reviewing ASPT policies of their departments and schools for alignment with university and college ASPT policies. The CFSC makes recommendations regarding the tenure and promotion of faculty in the College and serves as an appellate body for annual faculty performance evaluations. Similarly, each

Department and School has a Department/School Faculty Status Committee (DFSC or SFSC) charged with developing and administering department- or school-level ASPT policies (known as DFSC or SFSC guidelines). Each DFSC and SFSC makes recommendations regarding tenure, promotion, and reappointment of faculty in the unit and annually evaluates faculty members in the unit. Thus, these committees are responsible for evaluating community-engaged teaching, scholarship, and service annually and cumulatively when faculty apply for tenure and promotion. CCE's Director and Assistant Director of Assessment are in the process of creating rubrics for community-engaged teaching, scholarship, and service to facilitate the evaluation of community-engaged work by the Faculty Status Committees.

- e. Describe any products resulting from the revision process, i.e., internal papers, public documents, reports, policy recommendations, etc. (500 words)

Several products resulted from the ASPT revisions (<https://adobe.ly/3Ed6EjC>), including an updated section of the Center for Civic Engagement website that highlights different types of civic engagement, definitions of community-engaged teaching, scholarship/creative works, and service, as well as examples of civically-engaged classes, research, and service projects (<https://civicengagement.illinoisstate.edu/faculty-staff/engagement-types/>). The revisions also provided the impetus for faculty to document their community-engaged teaching and scholarship in Collaboratory (<https://he.cecollaboratory.com/illinoisstate>), leading to a report compiled by a CCE intern for the College of Applied Arts Science and Technology.

CCE staff have also been called upon to provide several workshop presentations to faculty about the ASPT revisions; for example, the Associate Vice President for Academic Affairs invited the CCE Director to give several workshops to Faculty Status Committees to inform them of the changes to the ASPT, with two workshops presented in spring 2024 and two in fall 2024 in partnership with the Provost's Office. The purpose of the workshops was to inform and remind Faculty Status Committee members of the updated language in ASPT Appendix II, which refers to guidelines for faculty evaluation and types of evidence that can be used to demonstrate faculty contributions in teaching, scholarly productivity/creative works, and service. The workshops also provided University-wide definitions of community-engaged teaching, research/creative works, and service, and they highlighted examples of past faculty contributions using entries from Collaboratory. In addition, participants in the workshops learned about best practices in assessing community-engaged work and examined sample rubrics, which they were encouraged to adapt for use in their home departments. The workshop leaders also asked Faculty Status Committees to center equity in their evaluation process and consider the ways in which community-

engaged teaching, scholarship, and service may overlap so as not to penalize public scholars whose work may look different than the artifacts produced in traditional journals. Faculty also learned ways to mitigate bias in the evaluation process by using best practices in assessing community-engaged work.

Following the workshops for the Faculty Status Committees, the CCE Director received several requests from Departments to share additional information. CCE presented a workshop to the Department of English Department faculty and staff in the spring of 2024 and the School of Teaching and Learning faculty and staff in the fall of 2024. At each of these workshops, the CCE Director and the CCE Assistant Director of Assessment provided more department-specific examples of exemplary teaching, scholarly/creative works, and service from Collaboratory and other University data systems and shared additional resources for faculty who wanted to enhance their community engagement efforts. CCE facilitators encouraged faculty at the workshops to participate in future programs such as the (Re)Design Your Course for Civic Engagement workshop, attend Civic Learning and Democratic Engagement sessions through the American Democracy Project, apply for internal and external grants, and reach out to the Center for Civic Engagement for one-on-one consultations with staff. CCE received feedback that the workshops were helpful both to new faculty members and to their mentors and Faculty Status Committee members.

ILLINOIS STATE UNIVERSITY

CURRICULAR ENGAGEMENT



**ILLINOIS STATE
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Section 6: Curricular Engagement

6.1. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus. Where have you been? Where are you now? Where are you strategically planning on going? Provide relevant links. (500 words, can include links)

In 2020, Illinois State University (ISU) introduced the Framework for Inclusive Teaching Excellence (FITE) to integrate diversity, equity, and inclusion into teaching practices. Developed over nearly a year by a campus-wide collaboration, FITE created a common structure emphasizing evidence-based inclusive teaching practices. The framework emerged from the Professional Development Task Force, which included input from over 1,000 students and 35% of faculty (<https://provost.illinoisstate.edu/initiatives/faculty-success/fite/>). FITE is intended to be ISU's signature pedagogy, outlining institutional values and priorities for high-quality teaching and connected to the core values in ISU's strategic plan (<https://news.illinoisstate.edu/2020/04/new-framework-to-infuse-diversity-equity-and-inclusion-into-faculty-professional-development/>).

FITE focuses on six dimensions, with each intended to encourage faculty to actively consider the needs of students and the classroom environment. The dimensions are: 1) science of learning: understanding how students learn and engage in the classroom; 2) impact of course design: designing accessible and equity-minded courses relevant to students that encourage critical thinking; 3) evidence-based pedagogy: using evidence-informed teaching practices found to be effective with diverse groups of learners that help students integrate key concepts into life contexts; 4) classroom climate and culture: working to promote a positive environment and understanding how it impacts learning; 5) feedback and assessment loop: employing a variety of assessments to understand students' individual and collective learning and needs and using student and peer feedback to improve teaching and learning in the classroom; 6) data-informed reflection: reflecting on teaching practices using a variety of data sources, awareness of identity, reflection on biases, positionality, and privilege, and maintaining an awareness of students' collective and individual needs.

While community engagement is not specified in FITE, it was designed to integrate community and civic engagement; indeed, Center for Civic Engagement's Director, Assistant Director of Service Learning, and Assistant Director of Assessment were involved in the framework development. Further, scholarship of teaching and learning shows that community-engaged learning fits into several FITE dimensions. ISU's definition of community-engaged teaching is "instruction that gives students the chance to collaborate

with community partners to define and address community goals and to engage in structured reflection designed to help students achieve civic engagement learning outcomes.” Based on this definition, community-engaged teaching contributes to many or all of the instructional priorities identified in FITE, and several professional development sessions since its implementation have emphasized community engagement as an evidence-based method connecting theory to practice, promoting deeper student learning and fostering outcomes related to equity and inclusion.

Our data shows growth in ISU’s curricular engagement, with an increase in departments offering community-engaged courses, faculty teaching these courses, and students enrolled in these courses (see 6.6). The addition of community-engaged teaching to the Faculty Appointment, Salary, Promotion, and Tenure policies (see 5.10 and 5.11) also suggests continued growth in curricular engagement. Finally, community engagement has been added to the campus-wide curriculum through a revised General Education program, which is in the last stage of shared governance approval. Briefly, the proposal adds Experiential Learning and Civic Engagement as a required course category for all students, broadly expanding community engagement opportunities across the curriculum (see 6.3).

6.2. As evidence provided for your earlier classification, you described an institution-wide definition of community engaged courses used on campus. For reclassification, describe the institutional-wide definition and standards used for community engaged courses and provide examples of: (500 words total)

- a. Institutional, departmental, and/or programmatic definitions, learning outcomes, standards, and/or required components
- b. Process for ensuring that the standards for community engagement are part of the course design (e.g., course designation, curriculum review)
- c. How student learning outcomes are assessed. Explain any changes to coursework that occurred as a result of assessment activities since your last classification

ISU identifies courses that are civically engaged through the Civic Engagement and Responsibility (CER) minor, an interdisciplinary minor that prepares students to practice ethical civic engagement as life-long learners and leaders in their careers and communities and use critical analysis to solve social problems in collaboration with individuals and communities from diverse perspectives. The CER minor defines civically engaged courses as courses that develop students' civic knowledge, skills, attitudes, and applications and provide opportunities for students to reflect upon how course content supports their development as civically engaged community members. These courses explicitly link civic engagement to course content and contribute to student learning outcomes in at least two of the four civic engagement learning domains listed in the CER

minor learning outcomes: knowledge, skills, attitudes, and application (see 10.1 for a list of all outcomes).

When courses are submitted for inclusion in the minor, instructors must explicitly identify which learning outcomes are met in the course and attach a copy of the course syllabus. Proposals are reviewed by the minor's curriculum committee, consisting of the Center for Civic Engagement (CCE) Director, who serves as minor coordinator; minor advisor; CCE Associate Director and Assistant Director of Assessment, both of whom teach courses in the minor; and two faculty members who teach courses in the minor. After the committee review, the course is either approved or returned to the instructor with suggestions for strengthening civic engagement outcomes.

Student learning outcomes are assessed at three time points: in the minor's introductory course, when students apply for their community-engaged internship, and during their internship. The introductory assessment is indirectly aligned to the learning outcomes; students complete the Civic-Minded Graduate Scale and are asked to describe what civic engagement means to them, their motivation to be civically engaged, their civic goals for the semester, and specific examples of how they have developed civic knowledge, skills, attitudes, and applications.

The pre-internship assessment requires students to self-assess their progress toward each of the learning outcomes and provide a specific example of an experience that helped them better understand the outcome. During their internship, students complete a self-evaluation and are also evaluated by their site supervisor and internship course instructor at the midpoint and end of the semester. Finally, students self-assess their progress in their final portfolio, in which they share artifacts from classes and experiences that contributed to their attainment of each learning outcome. This portfolio is assessed by the course instructor for a grade and by CCE's Assistant Director of Assessment to assess the minor itself.

Historically, courses needed to meet at least two minor learning outcomes to be included in the minor. A 2022 assessment identified that many courses contributed to outcomes in the knowledge domain, with fewer supporting outcomes in the skill, attitude, and application domains. Therefore, the curriculum review committee determined that new courses in the minor must address learning outcomes in at least two domains. In fall 2025, all courses in the minor will be reviewed for alignment with learning outcomes.

6.3. Describe how community engagement is integrated into traditional curricular structures. These may include core courses, capstone/senior-level projects, first-year course/sequence, general education, majors/departments, minors, and graduate courses or medical education, training, or residencies. Provide at least two but not more than three examples. (500 words per example)

General education:

The goal of ISU's General Education program (GenEd) is to ensure that all students graduating from ISU are informed, engaged, and responsible learners capable of employing multiple systems and tools to creatively address local, state, national, and global challenges. The GenEd is currently in the final stages of shared governance approval; thus, this response addresses both the GenEd currently in place and the proposed revisions.

In the current GenEd, students must take 13 courses in 11 categories, one of which is Individuals and Civic Life (ICL). In ICL courses, students develop civic skills by exploring complex interrelationships among people, political structures, and societal dimensions, with a focus on diverse cultural traditions in the U.S. Students examine how individual freedoms are intertwined with social and political environments, encouraging them to make socially responsible choices as informed community members. While these courses are not explicitly community-engaged, each of them integrates an issue of public concern and fosters students' integrative and applied learning through transferring learning to novel situations and working effectively in teams, which aligns well with ISU's definition of community-engaged teaching as "instruction that gives students the chance to collaborate with community partners to define and address community goals and to engage in structured reflection designed to help students achieve civic engagement learning outcomes." Thus, ICL courses are well-suited for community engagement.

However, recognizing that application in authentic contexts is a critical component of learning, the revised GenEd integrated civic skills into two categories: Individuals and Societies, and a new category of Experiential Learning and Civic Engagement (ELCE), which is much more explicitly tied to community engagement. The Individuals and Societies category includes ICL outcomes related to taking disciplinary, multidisciplinary, or interdisciplinary approaches to analyze individual and/or societal characteristics and processes, critically evaluating existing social structures and policies to build a more equitable, inclusive, just, and sustainable future, and students growing in their ability to effectively and critically engage in civic processes.

Outcomes related to applied learning and being an informed community member are more explicit in the ELCE category. The paragraph below is directly from the final GenEd proposal.

“ELCE courses help students address local, state, national, or global challenges through reflection on learning by doing. Courses in this category cultivate civic skills through Experiential Learning, generally consisting of concrete/hands-on experience, reflective observation, abstract conceptualization (analyzing concepts), and active experimentation (applying knowledge in new contexts). This category encourages interdisciplinary problem-solving, personal development, and ethical and informed civic engagement. Students will learn to address complex challenges, reflect on their lived experiences, and explore how to transform their knowledge into ethical action. Students will learn to apply knowledge to new and complex contexts and will develop skills that prepare them to be informed, ethical, and engaged community members and life-long learners.”

Suggested activities include but are not limited to applied or community-engaged research, social entrepreneurship, field experiences, and service-learning. CCE staff are prepared to support faculty in conceptualizing how their courses may fit this category if the proposal is passed.

Minor:

The Civic Engagement and Responsibility (CER) minor is the first and longest standing formal academic minor in the state of Illinois focused on civic engagement. The program is interdisciplinary, with graduates and current students majoring in five of the six colleges. The culmination of the CER minor is a community-engaged internship in which students combine civic engagement theory and practice through a supervised internship at a community agency, developing students’ awareness of personal social responsibility that includes active engagement in their communities.

The course corresponding to the internship, IDS 398A02, is a three-credit course with a minimum expectation of 120 internship site hours. While most of the course hours are spent at the internship site, the course meets eight times per semester in a seminar-style to discuss and analyze internship experiences connected to readings about ethical community engagement. The course has three categories of learning outcomes: CER minor learning outcomes (see 10.1), course outcomes, and internship outcomes. The internship outcomes focus on gaining firsthand knowledge about and experience with the community organization and corresponding social issue(s), including the organization’s values, purpose, structure, operation, relationship with the community, and decision-making processes. Course outcomes are identified as: critique CER minor experiences;

examine internship experience through course content; critique internship; describe the social issue(s) and relevant public policies related to the internship site; and execute or implement relevant internship projects or duties.

Throughout their internship, students complete reflection journals, midterm and final self-evaluations, a policy paper, and a portfolio showcasing examples of coursework and internship projects demonstrating an understanding of the minor's learning outcomes. The reflection journals are designed to foster students' reflections on their internship and create connections between their experiences and the course content, with prompts asking them to describe current campus-community partnerships between ISU and their internship site, share examples of mutually beneficial and reciprocal partnerships that they've observed, analyze their internship experience through the lens of multiple civic engagement frameworks, and connect their internship to their career goals. In addition to their own reflections and self-assessments, their internship site supervisor completes a midterm and a final evaluation to provide the student with additional feedback.

These community-engaged internships are supported internally by ISU leadership and externally through philanthropic donations. University leadership has provided support through the Office of General Counsel's collaboration with CCE staff on a template memorandum of understanding (MOU) to help community organizations and ISU create reciprocal and mutually beneficial partnerships. This MOU has been used for community-engaged internships for the last three academic years, supporting internships with community partners, including school districts, political campaigns and advocacy organizations, community healthcare clinics, and local nonprofits focusing on issues such as immigration, support for survivors of sexual assault, housing insecurity, and youth at risk of involvement with child welfare or juvenile justice. Financial support has been provided by donations from State Farm (\$19,500 in AY 2019-20) and COUNTRY Financial (\$20,000 in AY 2023-24 and \$18,500 in AY 2024-25).

First-year seminars:

ISU has four first-year seminars, one offered through the Honors Program (HON 102A17: Honors Mindset Seminar) and three offered through University College as courses in interdisciplinary studies (IDS 107: Summer Success Skills, IDS 108: University Success Skills, and IDS 128: Thriving in College, Career, and Beyond). CCE partners with all four seminars to support community and civic engagement, reaching 1,321 students in AY 2022-23. All four of these courses include a Deliberative Dialogue (see 8.2), and IDS courses also include a civic engagement experience assignment paired with instruction from CCE staff. In AY 2022-23, CCE staff facilitated 42 Deliberative Dialogue sessions for 510 students in Honors seminars, primarily using the issue guide "Youth & Opportunity:

What should we do for future generations to thrive?” This topic examines how society can address unprecedented challenges that may hinder future generations from leading successful and economically secure lives. In course evaluations, the dialogues were cited as one of the most popular parts of the class.

In AY 2022-23, CCE staff conducted a research study on the impacts of Deliberative Dialogues in all first-year seminars, with research questions examining course and programmatic learning outcomes and how participant identities affected perceptions of the dialogue experience. Overall, data indicated that dialogue participation contributed to meeting course and programmatic learning outcomes. Analysis by identity group showed that students of all identity groups were comfortable participating in the dialogue, with underrepresented students indicating that they had a positive experience because they could find other like-minded individuals and build community, and there were no indications of tokenizing or othering underrepresented students. White students and males (i.e., those with dominant identities) were most likely to learn something new from the dialogue.

In addition to Deliberative Dialogue facilitation, CCE staff provide instruction in IDS courses to support students’ community and civic engagement. In AY 2022-23, 811 students learned how civic engagement is defined, explored social issues they are passionate about, discussed a reading about the complexities of community service (Davis, 2006; *What We Don’t Talk About When We Talk About Service*), and discovered the services, programs, and opportunities for civic and community engagement at ISU and in Bloomington-Normal. Following the presentation, students completed a short exit ticket identifying their top three social issues, listing community engagement opportunities they found interesting, and reflecting on the reading. In fall 2022, students identified mental health, environmental sustainability, and animal welfare as their collective top three issues, with other common responses including healthcare, food insecurity, and suicide prevention. After the CCE class visit, students completed a civic engagement experience assignment in which they participated in a civic engagement activity (often CCE community service projects) and reflected upon their experience using the “What? So what? Now what?” framework and examined the role that they see civic engagement playing throughout their time at ISU. Students in IDS 128 also completed a pre- and post-course survey, with results demonstrating statistically significant growth in students’ self-assessment of civic knowledge, skills, dispositions, and engagement throughout the semester.

6.4. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program. These may include but are not limited to: Student Research, Student Leadership, Internships, Co-Ops, Career exploration, Study Abroad/Study Away, Alternative Break tied to a course, or a Campus Scholarship Program. Provide one but not more than two examples. (500 words per example)

Internships:

One of ISU's core values is Excellence in Teaching, Learning, and Scholarship, described as "...the pursuit of learning as an active, lifelong process through a balanced model of teaching, research, creative productivity, and experiential learning." Internships are an integral component of experiential learning at ISU and, combined with the core value of Community and Civic Engagement, they strongly emphasize community-based experiential learning opportunities in all disciplines.

Each academic department has an individual staff member whose responsibilities include coordinating internships and professional practices, which support departments' strong and mutually beneficial relationships with local businesses, nonprofit agencies, government offices, and social service organizations. Departments with particularly long-standing relationships include the School of Social Work, Mennonite College of Nursing, the Department of Family and Consumer Sciences, and the Department of Psychology. Additionally, ISU's Stevenson Center for Community and Economic Development offers a unique, mutually beneficial community engagement professional practice experience for graduate students enrolled in the Applied Community and Economic Development (ACED) Fellows Program. Approximately 8-10 ACED Fellows per year complete 11-month internships with partnering community organizations throughout the country to help organizations move special projects forward, provide access to skills or expertise unavailable within the organization, and advance the established mission of the organization in new ways. Community partners have substantial input into these internships (see 2.3C).

In addition to departmental internship coordinators, Career Services' Employer Engagement Team's responsibilities include facilitating connections between employers and students, coordinating internship programs and events, and serving as a liaison between employers, students, faculty, and the University community about internship opportunities. Numerous events are held throughout the year to connect students with employers seeking interns; notably, one annual event is the Social Impact Career Fair, which connects government, nonprofit, and social service organizations with students seeking full-time employment and internship opportunities. In the fall of 2024, 34

employers and 23 recruiters attended the Social Impact Career Fair, connecting with 67 students. Many of these same organizations also participated in the broader Internship Fair, which was attended by 838 students in fall 2024.

The Employer Engagement Team collects internship data each semester, which is self-reported by students or their department's internship coordinator. In AY 2023-2024, the internship reporting form was updated to allow reporters to identify if the internship was community-engaged. In AY 2023-2024, 257 community-engaged internships were reported, which is likely an underestimate since this self-report instrument does not capture all internships across the university. The reported internships spanned 39 degree programs from 19 departments and listed 199 unique internship sites. Further, approximately 1,000 preservice teachers complete student teaching in public school districts each year, including about 25 student teachers in the Chicago Teacher Education Pipeline (CTEP) program described in Section 4. CTEP student teachers participate in a one-semester or year-long student teaching internship in Chicago Public Schools, specifically placed in schools within the CTEP partner neighborhoods, ensuring that student teachers are engaging with partnering community-based organizations as well as the school.

Course-based Alternative Breaks:

The Alternative Breaks (AB) program at ISU is a student organization supported by the CCE. AB's mission is "to challenge students to become involved leaders in cultural and social awareness through education, strong direct service, and reflection." The program is driven by the Community Collaborator Continuum (<https://bit.ly/4aNG8t4>), with pre-trip education, trip service, and reflections integrating the continuum to foster students' skills in ethical community engagement. Reflections encourage participants to examine the root causes of social issues and inequality, challenge them to identify how they can contribute to meaningful social change, engage with the local community, and learn more about the social issue from community members. There are typically two AB trips over winter break (one domestic and one international), up to five domestic trips over spring break, and one international trip over summer break.

In AY 2021-22, CCE staff proposed two new classes: IDS 231, Civic Engagement in a Global Community, and IDS 232, Civic Engagement in the US. Both courses were approved by the University Curriculum Committee and the General Education Committee, with the courses qualifying for general education credit under the Individuals and Civic Life category as well as elective courses for the CER minor. After piloting the course with a local service component in AY 2022-23, CCE partnered with the Multicultural Center (MCC) in AY 2023-24 to offer IDS 232 as an 8-week course paired with an Alternative Break trip to Selma and

Montgomery, AL. The course was taught by MCC Associate Director Dr. Monica Overton, with nine students enrolled and seven additional students participating in the trip without the associated course credit. Students enrolled in the course represented a variety of majors, including interdisciplinary studies, criminal justice sciences, computer science, nursing, business administration, and legal studies.

Course content focused on the Civil Rights Movement, with the trip including a visit to the Edmund Pettus Bridge, the site of Bloody Sunday in 1965, when a group of peaceful protesters marching in favor of African Americans' right to vote were brutally attacked by law enforcement officers. The trip also included visits to the National Voting Rights Museum, the Civil Rights Memorial Center, the Legacy Museum, and the National Memorial for Peace and Justice in Montgomery, Alabama. For the immersive service and reflection aspect of the course, students partnered with Son Light Outreach Food Center and Pantry, where they helped get food in the pantry ready for distribution and prepared sanitary packs for community distribution. The students also earned certificates in restorative justice and nonviolence conflict resolution after participating in a training with the Selma Center for Nonviolence, Truth and Reconciliation. After the course and trip, students shared that the trip allowed them to understand and connect with the rich history of the Civil Rights Movement, particularly after hearing from civil rights leaders who marched in the 1960s and motivated them to advocate for continued civil rights progress "because we learned in class that change often starts with the youth and every step is a step."

6.5. Describe how your campus tracks and assess curricular engagement, and how students gain access to and participate in courses. (750 words total)

- a. How is community engaged course data gathered, by whom, with what frequency, and for what purpose? How is it shared/reported, particularly in student transcripts?
- b. Since your last application, describe how your campus has designed new curricular programs and initiatives, or re-designed existing ones, to increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity to develop the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.
- c. Reflect on how the data indicates the levels of pervasiveness and depth infused in the curriculum and traditional curricular structures.

Curricular engagement data is manually tracked by CCE's Assistant Director of Assessment. Each semester before student registration, the Assistant Director contacts

faculty scheduled to teach courses in the CER minor and faculty who have participated in the (Re)Design Your Course for Civic Engagement workshop (see 5.2) to verify that courses will meet civically engaged learning outcomes. Course sections that are verified are then tagged in the student information system with a “Civic Engagement” course attribute. This makes it easier for students within the minor to find relevant class sections and serves as a repository of civically engaged courses through semesterly data collection. These course designations are currently not present on student transcripts; this remains a topic of ongoing conversation between CCE and the University Registrar.

It is important to note that ISU has a definition of civically engaged courses (see 6.2), some of which, but not all, are community-engaged. While all civically engaged courses integrate an issue of community concern and impact, not all these courses meet ISU’s definition of community engagement (see 2.2A). Further, not all community-engaged courses are included in the CER minor. For example, in SWK 345, social work majors use community-based assessment methods to gather data on a community group, a specific social problem impacting that community, and a relevant social change theory, then partner with a community group to design a community-based change intervention. While this course clearly meets ISU’s definition of community engagement, it has not been submitted for inclusion in the CER minor. Several other courses have been identified as community-engaged based on activities entered in Collaboratory; for example, in FCS 319, students learn principles, techniques, and standards for procuring, storing, and producing food in batch/quantity for group, institutional, and commercial feeding, with students preparing meals for large groups of people at community locations such as Home Sweet Home Ministries (HSHM, an organization supporting people experiencing homelessness). Again, while this course is community-engaged, it is not part of the CER minor and thus is not part of CCE’s regular outreach and data collection.

Therefore, for the purposes of this self-study, the Assistant Director of Assessment compiled a list of courses in the CER minor, courses that were redesigned for civic engagement, courses that had received funding from the Faculty/Instructor Community Engaged Learning Grant (see 2.3D), and courses identified as community-engaged based on activities entered in Collaboratory. These course lists were sent to the Deans of each college to share with their faculty for feedback, corrections, and additions to the list. Faculty in three of the six colleges replied with additional courses that they consider to be community-engaged, which were vetted by the Assistant Director prior to being added to the list for this self-study; however, it is likely that there are other courses that are community-engaged that are not on this list.

One new initiative increasing students' access to and participation in community engaged activities is the establishment of IDS 231 and 232 as for-credit courses integrating an AB trip. While AB is known to be a high-impact practice, it may be out of reach for some students since there is not a tangible benefit toward college graduation (i.e., course credit). Further, in an internal survey of AB participants in AY 2022-23, students in underrepresented groups shared that they thought their peers may be more likely to participate in AB trips if trip advisors and trip leaders were also members of underrepresented groups. This insight, coupled with disaggregated data showing that students in underrepresented groups participated in AB less frequently than students with dominant identities, led to the partnership between CCE and MCC described above to offer an AB trip to Selma and Montgomery and integrate the trip into a section of IDS 232 focused on the Civil Rights movement. Disaggregated data showed that AB participation of students in underrepresented groups increased in AY 2023-24, likely related to the MCC partnership and offering the AB trip in a course-based context.

Gathering these data, while somewhat challenging to collect from multiple sources, helped CCE track the progress, growth, pervasiveness, and depth of community engagement in curricular settings. The data collected and presented in the table below show that community engagement is infused in the curriculum across the university. The breadth of offerings demonstrates a pervasive community-engaged curriculum, with almost every course-offering department (38/42, 90%) offering at least one community-engaged course, and eight departments offering 10 or more community-engaged courses. CCE continues to explore tools to streamline data collection for curricular community engagement.

6.6. 2022-23 Community-Engaged Curricular Data

Criterion	AY 2022-23
Number of for-credit undergraduate community engaged designated courses (UG)	265
Change in number of for-credit undergraduate community engaged designated courses since last Application (UG)	Unknown
Number of for-credit graduate community engaged designated courses (G)	90
Change in number of for-credit graduate community engaged designated courses since last Application (G)	Unknown
Percentage of undergraduate community engaged designated courses as part of all for-credit courses (UG)	$265 / 4737 = 5.6\%$
Percent change of undergraduate community engaged designated courses as part of all for-credit courses since last Application (UG)	Unknown
Percentage of graduate community engaged designated courses as part of all for-credit courses (G)	$90 / 4737 = 1.9\%$
Percent change of graduate community engaged designated courses as part of all for-credit courses since last Application (G)	Unknown
Number of faculty teaching for-credit community engaged designated courses	288
Change in the number of faculty since the last Application	+ 47
Percentage of faculty teaching for-credit community engaged designated courses as part of all faculty	$288 / 1285 = 22.4\%$
Percent change of faculty teaching for-credit community engaged designated courses as part of all faculty since last Application	+ 2.2%
Number of tenured and tenure-track faculty who taught for-credit community engaged courses	147
Change in number of tenured and tenure-track faculty since the last application	- 7
Percentage of tenured and tenure-track faculty who taught for-credit community engaged courses of all faculty	$147 / 1285 = 11.4\%$
Percent change of tenured and tenure-track faculty who taught for-credit community engaged courses of all faculty since last Application	- 1.5%
Number of full-time, non tenure-track faculty who taught for-credit community engaged courses	44
Change in number of full-time, non tenure-track faculty who taught for-credit community engaged courses since last Application	+ 12
Percentage of full-time, non tenure-track faculty who taught for-credit community engaged courses of all faculty	$44 / 1285 = 3.4\%$
Percent change of full-time, non tenure-track faculty who taught for-credit community engaged courses of all faculty since last Application	+ 0.7%

Number of part-time faculty who taught for-credit community engaged courses	97
Change in number of part-time faculty who taught for-credit community engaged courses since the last Application	+ 42
Percentage of part-time faculty who taught for-credit community engaged courses of all faculty	$97 / 1285 = 7.5\%$
Percent change of part-time faculty who taught for-credit community engaged courses of all faculty since the last Application	+ 2.9%
Number of departments represented by community engaged courses	38
Change in number of departments represented by community engaged courses since last Application	+ 4
Percentage of total departments	$38 / 42 = 90.5\%$
Percent change in departments since last Application	+ 9.5%
Number of undergraduate students enrolled in for-credit courses community engaged designated courses (UG)	10,622
Change in number of undergraduate students enrolled in for-credit courses community engaged designated courses (UG) since the last Application	+ 385
Number of graduate students enrolled in for-credit courses community engaged designated courses (G)	566
Change in number of graduate students enrolled in for-credit courses community engaged designated courses (G) since the last Application	+ 91
Percentage of undergraduate students enrolled in for-credit courses community engaged designated courses as part of all students (UG)	$10,622 / 19,100 = 55.6\%$
Percent change of undergraduate students enrolled in for-credit courses community engaged designated courses as part of all students (UG) since the last Application	+ 2.6%
Percentage of graduate students enrolled in for-credit courses community engaged designated courses as part of all students (G)	$566 / 3256 = 17.4\%$
Percent change of graduate students enrolled in for-credit courses community engaged designated courses as part of all students (G) since the last Application	+ 2.3%

ILLINOIS STATE UNIVERSITY

CO-CURRICULAR ENGAGEMENT



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Section 7: Co-Curricular Engagement

7.1. Describe how community engagement is integrated into institutional co-curricular practices by providing at least two but not more than four examples from the following categories. For each example, describe what has changed since the last classification. (1,000 words)

- *Social innovation/entrepreneurship*
- *Civic engagement/ electoral engagement*
- *Dialogues*
- *Community service projects - outside of the campus*
- *Community service projects - within the campus*
- *Alternative break - domestic*
- *Alternative break - international*
- *Study abroad/away*
- *Student leadership*
- *Student internships/co-ops/career exploration*
- *Student research*
- *Work-study placements*
- *Opportunities to meet with employers who demonstrate Corporate Social Responsibility*
- *Living-learning communities/residence hall/floor*
- *Student teaching assistants (provided the TAs are not receiving credit)*
- *Campus scholarship program*
- *Athletics*
- *Greek life*
- *Other (please describe)*

Student leadership:

Leadership Education and Development (LEAD), a unit of the Deans of Students Office, offers co-curricular programs and resources to support, encourage, and challenge students to explore leadership through the lens of their own unique strengths, cultures, relationships, privileges, biases, and everyday experiences. LEAD's programs, described below, have changed in focus and duration since Illinois State University's previous

classification, demonstrating their responsiveness to student needs and increased emphasis on community partnerships.

The Leaders of Social Change (LOSC) Institute, which has continued since the University's previous classification, is a transformative social justice leadership program designed to engage students in a critical exploration of leadership at the intersection of power, oppression, justice, and social change. Participants develop a deeper understanding of their leadership identity, discover their leadership strengths, and analyze how these attributes can drive advocacy, activism, and allyship for social justice. This multi-week program emphasizes practical application, guiding students to identify actionable steps toward personal social justice learning goals and equipping them with tools to work toward meaningful social change in their communities. LOSC integrates robust community engagement by partnering with the Center for Civic Engagement (CCE) on Deliberative Dialogues, collaborating with local elected officials, and engaging with social justice leaders in the community who provide experiential learning opportunities and connections that bridge theory and practice, fostering a comprehensive approach to leadership and social change.

The following two programs offered through LEAD were introduced after Illinois State University's previous classification. The EMERGE Transfer Leadership Program is a six-week strengths-based leadership experience designed to empower transfer students to launch their journey at the University in an innovative and impactful way. A core goal of EMERGE is to help transfer students make meaningful connections to themselves, the campus, and the community. Connections to campus and community are fostered through engaging elective experiences, such as visiting the McLean County Museum of History and other community organizations, and identifying campus and community engagement opportunities that align with each student's unique interests and values.

The Leadership for Liberation Pop-Up Library Series invites the Illinois State University (ISU) community to explore cultural leadership as a form of creative resilience through the recognition of multicultural writers, artists, and creatives from marginalized backgrounds. These events use the Leadership of Liberation framework (<https://files.eric.ed.gov/fulltext/ED612593.pdf>) to explore the connections between cultural preservation, community-based leadership, and academic libraries from the lens of historically marginalized communities. The framework focuses on leadership as a vehicle to prepare participants to grapple with complex, interconnected systems of oppression and domination that prevent the envisioning of a liberated world. Resources from Milner Library are available at the pop-up library to explore and enrich the

conversation. In AY 2023-2024, 15 students successfully completed LOSC, 46 completed EMERGE, and 153 attended at least one Pop-Up Library.

Outside of LEAD, CCE offers the Student Leadership in Community Engagement (SLiCE) program, established in 2018 to provide a scaffolded leadership pathway focused on community engagement. SLiCE interns (3-5 per year) learn about the social change model of leadership and various dimensions of leadership through a community engagement lens, then apply that learning in their planning and facilitation of CCE co-curricular programs partnering with community organizations throughout the school year.

Greek life:

Sorority and Fraternity Life (SFL) at ISU is based on the Four Pillars for Life: Academics and Scholarship, Brotherhood/Sisterhood, Leadership, and Service and Philanthropy, described as “Our fraternal organizations take pride in their active commitment to service. Whether raising money or donating time, service is an important part of the fraternity and sorority experience.” SFL includes four councils, two of which explicitly include “demonstrate continual acts of community service” in their requirements for joining a chapter. Chapters in all councils are expected to uphold the Service and Philanthropy pillar through engaging in community service and holding philanthropic fundraisers or donation drives to support nonprofit organizations.

Since our previous classification, the importance of civic engagement has been introduced earlier in the SFL membership experience. While each chapter has their own new member education curriculum, SFL holds new member orientations semesterly to educate them on what it means to be part of the SFL community at ISU. This orientation includes a section focused on civic engagement, with learning outcomes including students recognizing the role of service and philanthropy in their SFL experience, delineating the difference between community service/volunteerism and philanthropy/fundraising, and exploring the multiple other ways in which they can be civically engaged (e.g., activism and advocacy, mutual aid, community-engaged internships).

Councils regularly engage in service and philanthropic efforts as a council-wide initiative. The College Panhellenic Conference has historically fundraised for Circle of Sisterhood, the National Panhellenic Conference’s national philanthropic partner that raises funds to remove barriers to education for girls in developing nations. In AY 2023-2024, the council partnered with a local nonprofit organization in order to make a more local impact in the Bloomington-Normal community and build sustainable relationships with community organizations. Their partner last year was the Humane Society of Central Illinois in Normal,

and they plan to choose a different local partner each year to ensure that their work is addressing relevant community needs.

Finally, individual chapters engage in substantial service and philanthropy. In AY 2023-2024, 25 chapters reported 15,785 community service hours in total, with local partners including the Town of Normal, Home Sweet Home Ministries, Midwest Food Bank, the YWCA, Habitat for Humanity, and local K-12 schools. The same year, 22 chapters reported a total of \$245,440.53 in philanthropic donations, with recipients including St. Jude's Children's Research Hospital, the American Diabetes Association, Girls on the Run, and Special Olympics. Chapters also regularly host blood drives in partnership with the American Red Cross. The chapters in each council with the greatest number of service hours and philanthropic donations are recognized at an annual SFL Gala. Tracking this data is a notable change from ISU's previous classification, in which these data were not tracked by SFL. Integrating these data points into annual reporting further demonstrates SFL's commitment to community engagement through service and philanthropy.

7.2. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement. (500 words)

ISU has several platforms and systems to track students' co-curricular engagement. Redbird Life (Campus Labs/Anthology Engage) is the primary tracking mechanism at the University level. Each Registered Student Organization (RSO) has a profile page on Redbird Life that they can use to share upcoming events, communicate with members, post news articles, update their rosters, and more. Individual users have accounts on Redbird Life where they can learn about upcoming events and RSOs, RSVP to events, and self-report co-curricular experiences. Redbird Life currently has 469 active organizations, including units within Academic Affairs and Student Affairs, and 11,824 involved users. In addition to event attendance, RSO membership, and leadership positions, students can also self-report experiences in the categories of awards, community service, conferences, diversity and inclusion, employment, internships, presentations, research, scholarships, study abroad, and workshops/trainings. All this information yields an Involvement Record that displays student engagement throughout their time at ISU. It is important to note that the adoption of Redbird Life was interrupted by the COVID-19 pandemic; this product was purchased by ISU in fall 2018, piloted in spring 2019, and launched to the campus community in fall 2019, only a few months before the pandemic. Since Redbird Life was not institutionalized prior to the pandemic, it has been challenging to encourage student use of the platform since returning to full-time, with many of its functionalities being underutilized. Thus, this is an area of growth for the institution.

The Division of Student Affairs recently developed Project BirdTracks, which aligns student involvement opportunities with co-curricular Student Learning Outcomes (SLOs) in the domains of Personal Development, Professional Development, Broadening of Perspective, and Collaborative Practices. BirdTracks includes an SLO-aligned skillset assessment allowing students to identify their top skills and areas for growth and providing a list of opportunities that can help students grow their skills in specific areas. After completing the assessment, students can use the BirdTracks resource site, housed on Power BI, to filter experiences by learning outcomes (e.g., civic engagement, advocacy, leadership), time of year, weekly time commitment, paid opportunities, and more. While BirdTracks does not provide a co-curricular transcript, students are encouraged to record these experiences on Redbird Life for inclusion in their Involvement Record.

The College of Business uses Business Bird Ready (Suitable) to enhance student co-curricular participation and promote personal development and marketable skills. This platform enables each student to choose opportunities to keep up with their personal and academic path. With a focus on competencies selected by the National Association of Colleges and Employers (NACE), students track their development as they participate in high-impact activities, attend events, complete activities (e.g., attending lectures, study abroad, leadership positions), and earn badges. The platform is designed to scaffold engagement so that students explore and grow throughout their time in the College of Business. The co-curricular transcript generated by Business Bird Ready includes events attended, memberships, leadership positions, and badges earned, and maps each of these experiences to NACE Career Competencies to demonstrate their progress toward career readiness.

7.3. Provide an example of a systematic, campus-wide mechanism for assessing student achievement of community engagement learning outcomes for students who participate in co-curricular experiences that are community engaged and describe one key finding. What has changed in the results of student achievement of co-curricular community engagement outcomes since your last classification? Describe how the institution uses and disseminates data from the mechanisms described. Web links can be provided as part of the description. (500 words)

At the time of ISU's 2020 classification, CCE was relatively new and had not fully developed campus-wide systematic assessment mechanisms of co-curricular community engagement; thus, there are no results from the previous classification for comparison. Since then, CCE's establishment has led to more robust institutional assessment of community engagement. One mechanism is the National Survey of Student Engagement (NSSE), which collects information about students' participation in programs and activities

provided for learning and personal development. ISU's University Assessment Services leads the institutional distribution and analysis of the survey every three years, while CCE uses the NSSE civic engagement module to survey all ISU undergraduate students' civic and community engagement every other year.

The most recent survey took place in spring 2023, and results from 983 respondents were analyzed in fall 2023. Compared to 2021 results, students' civic skills (e.g., contributing to community well-being, participating in constructive dialogues) were unchanged, as were their frequency of engaging in civic activities (e.g., discussing issues, serving, or contributing to their community) on a campus and local scale. However, students reported statistically significant decreases in engagement in civic activities on the state, national, and global levels and infrequent opportunities to advocate, organize, and raise awareness around such issues. They also reported lower perceptions of ISU's emphasis on participating in civic activities, with the largest decreases in the categories of "Organizing activities focused on important social, economic, or political issues" and "Being involved in an organization or group focused on important social, economic, or political issues." This may be influenced by differences in the national climate regarding social and political issues in 2021 and 2023. Re-implementing this assessment in spring 2025 will provide a more comparable data set for the 2021 data and can help identify if differences are related to the election cycle, COVID-19, and the onset of major social movements.

To address these co-curricular gaps, CCE added a letter-writing campaign to the annual Serving Those Who Served event to educate students on the process of writing letters to their representatives in the US Congress and provided templates for letters around common concerns of student veterans. CCE also established a partnership with the Chicago Coalition for the Homeless (CCH), which advocates for housing-related bills at the statewide level. Through the partnership, ISU students traveled to the state capital in Springfield with a CCH organizer, supervised by a CCE staff member, to lobby Illinois representatives to pass bills related to tenants' rights.

Results from the module are publicly available on CCE's website (<https://civicengagement.illinoisstate.edu/about/reports/>). Presentations and executive summaries are shared with stakeholder groups such as the Division of Student Affairs Assessment Team and the Student Affairs Council, both of which include representatives from all sixteen units within Student Affairs. Through this direct dissemination of students' reported achievement of community engagement learning outcomes, units responsible for co-curricular programming can adjust their programming to foster student growth, with re-administration every two years providing insight into the effect of programming changes.

ILLINOIS STATE UNIVERSITY

CIVIC LEARNING AND LIFE



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Section 8: Civic Learning and Life

8.1. According to the Carnegie definition of community engagement, one of the purposes of community engagement is to prepare educated, engaged citizens and strengthen democratic values and civic responsibility. Describe at least two examples of practical experiences of how your campus prepares students, faculty, staff, and community to understand and engage in ways that address critical community issues and contribute to community/public good by providing practical experience with community. Be sure to share how these activities are community engaged. (750 words)

Examples of practical experience may include activities such as the following but not limited to:

- *Electoral education and participation (such as voter information, education, registration, polling site(s); meetings with elected officials; Constitution Day)*
- *Meetings with community members, elders, and community leaders to learn about community issues; land-based learning*
- *Issue awareness and advocacy training (such as Advocacy Days)*
- *Civic focused student organizations (voter engagement, Model UN, Model OAS, Peace Corps Prep, or similar programs)*
- *Civic fellows/scholars*
- *Debate team*
- *Civic awards to students, faculty and staff, or the community*

Constitution Day 2023

Civic engagement experience overview and purpose

As an educational institution receiving federal funding, Illinois State University (ISU) is required to hold an educational program about the US Constitution. Given that the vision of the Center for Civic Engagement (CCE) is “a more just and equitable world cultivated through the participation of all people in the co-creation of knowledge and collective action,” Constitution Day is often celebrated by reflecting upon the vision set forth in the Constitution and examining how current practices align with the Constitution’s purposes set forth in the Preamble (i.e., justice, domestic tranquility, common defense, general welfare, and liberty).

In 2023, ISU celebrated Constitution Day with “Envisioning Justice: Mass Incarceration and the Constitution,” in which participants considered the juxtaposition of mass incarceration in the United States with the values and vision stated in the U.S. Constitution. This event featured a speaker from Illinois Humanities’ Envisioning Justice initiative whose

presentation examined the impacts of mass incarceration in Illinois and emphasized how the arts and humanities are essential tools for envisioning and building a more just society. The Leadership Education and Development (LEAD) Unit of the Dean of Students Office and Milner Library also provided a pop-up library as part of their Leadership for Liberation Pop-Up Library series, which aims to engage campus communities in leadership learning from the cultural perspectives of various communities while providing space for critical dialogue about the system of libraries and its role in the cultural preservation, marginalization, and systemic erasure of cultural heritages.

This program also included a table from Project XV Museum (<https://www.projectxvmuseum.com/>), Illinois' first voting rights museum located in El Paso, IL, a short drive from the University. Many ISU partners have been involved in developing exhibits, curricula, and marketing materials for Project XV, which is slated to open to the public in 2025.

Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)

Center for Civic Engagement, Leadership Education and Development (LEAD) Unit of the Dean of Students Office, Milner Library

Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience

Constitution Day exemplifies reciprocity and mutual benefit through its foundational partnership with LEAD and Milner Library. All ISU partners provide resources for this event: all partners identify a theme for the event; LEAD contributes financially and intellectually through their Leadership for Liberation framework; Milner Library contributes the expertise of their librarians and resources from their collections that align with the Leadership for Liberation framework; and CCE contributes financially, identifies and contracts speakers aligning with the theme, provides pocket Constitutions and a large display of the text of the Constitutions, and organizes the event. All partners advertise the event and collaborate on learning objectives and assessments.

Each party also articulates unique benefits from this partnership. Given the timing of Constitution Day, this event is usually the first pop-up library event of the academic year, serving as an important introduction to this programming series co-sponsored by LEAD and Milner Library. CCE spearheads civic education and political engagement programming, and this program serves as foundational civic education about the Constitution and its relevance in modern society. Project XV was able to gain exposure to students, faculty, and staff at ISU, providing opportunities for networking and collaboration to move the development of the museum forward.

By focusing on critical social issues such as mass incarceration, the importance of arts and humanities, and the pursuit of justice, the program addressed public concerns and provided a platform for students to consider justice-related issues and constitutional policies. The event also fostered community impact by promoting civic participation and encouraging advocacy for social issues.

Number of faculty involved

2

Number of staff involved

4

Number of students involved

50

Community partners involved, if relevant

Illinois Humanities, Project XV Museum

Grant funding, if relevant

N/A

Research projects linked to partnership, if relevant (New)

N/A

Impact on the campus

This event was attended by 55 ISU affiliates (students, faculty, and staff) and 14 community members. LEAD facilitated reflective conversation circles after the presentation, discussing the following questions:

1. What experiences and knowledge of mass incarceration are you bringing to this space? What is your stake in this conversation?
2. Consider the school to prison pipeline - the idea that students who are suspended or expelled from school are more likely to drop out of school, and therefore, much more likely to go to prison in their lifetime. How do you make sense of this reality? What are the impacts of this reality in the spaces that you care about?
3. There are systemic and personal factors that can influence one's experience with the criminal justice system. Individuals make their own decisions (personal responsibility), in a society with systemic oppression (racism, poverty, ableism, etc.) Considering both ends of the spectrum, what is a pathway forward to bring justice to mass incarceration in America?

Through these conversation circles, students had the opportunity to consider how mass incarceration was relevant to their lives, manifested in their communities, and how they could make a difference in addressing this issue on a societal scale. Since this event was also attended by community members, these conversation circles were especially impactful since this event provided the opportunity for students and community members to come together and discuss a complicated sociopolitical issue.

Assessment results showed that students were likely to engage in advocacy or activism related to the issue of mass incarceration, learned that the first Black man to vote in Illinois voted in El Paso near Bloomington-Normal, and critically examined the apparent contradiction between the values set forth in the Constitution, the 13th amendment, and the reality of mass incarceration.

Impact on the community

While this program did not yield a quantifiable output for the community, Project XV Museum shared that they had productive conversations with faculty members and students who attended the event, including students interested in future internships with museum. Further, this event was attended by 14 community members in addition to the 55 ISU affiliates; thus, through the reflective conversation circles, this event created an opportunity for students and community members to come together and discuss a complicated sociopolitical issue.

Town of Normal Meet and Greet

Civic engagement experience overview and purpose

The Town of Normal Meet and Greet is held every September to provide a unique opportunity for students to connect with community leaders, voice their concerns, and gain insights into the town's initiatives. At the meet and greet, students engage with Town of Normal Council members and representatives, including the mayor, who gives remarks and talks with students each year. The meet and greet also provides a platform for students to discuss issues that matter to them.

Over the years, this event has been a catalyst for change in the community. Student concerns have influenced local legislation, exemplifying the importance of student input in community matters. This event also allows students to learn more about community issues and build relationships with elected and appointed officials. The meet and greet is intentionally held immediately before a Normal Town Council meeting, and students are encouraged to stay and attend the meeting to learn more about the structure and function of local government. This example focuses on the 2024 event, which was co-sponsored by CCE, the Student Government Association, the Office of Sustainability, and the Town of Normal and was held as a zero-waste event.

Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)

Center for Civic Engagement, Student Government Association, Office of Sustainability, University Galleries

Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience

This event is a coordinated partnership between the Town of Normal and ISU, specifically CCE. This event centers on reciprocity and mutual benefit because it is indicative of the strong partnership between these two organizations. The Town of Normal values engaging the student population, which is a sizeable percentage of its constituency; for this reason, they take on the entire cost of the event, including space rental and food. CCE and ISU as a whole view the event as reciprocal because of ISU's core value of civic and community engagement, including local political engagement. Similarly, ISU practitioners (faculty and staff, especially those involved in planning this program) know that students find engaging in local government to be anxiety-inducing and recognize that this event offers students an opportunity to engage with council people and department heads in a low-stakes environment. The event is also historically held directly before one of the first Town Council meetings in the fall, which allows students to build comfort with their elected and appointed officials during the Meet and Greet, thereby making it less intimidating for them to attend the Town Council meeting immediately following the Meet and Greet. Thus, students can essentially transition from casual conversation to an immersive political engagement experience at the local level in one night, yielding beneficial outcomes related to the missions of CCE, ISU, and the Town of Normal.

Number of faculty involved

2

Number of staff involved

4

Number of students involved

30

Community partners involved, if relevant

Town of Normal

Grant funding, if relevant

N/A

Research projects linked to partnership, if relevant (New)

N/A

Impact on the campus

The assessment of this event asked students the extent to which the event increased their sense of belonging as a member of the Normal community and how comfortable they would feel approaching someone in the Town if they had a question or concern. Students' average response to the first question about increased sense of belonging was 4.4 on a scale of 1 (not at all) to 5 (very much), with all responses being a 4 or 5. Students' average response to the second question about comfort approaching a Town Council representative was 4.3 on a scale of 1 (very uncomfortable) to 5 (very comfortable), with scores ranging from 3 to 5. These responses show that, in general, this event increased feelings of a sense of belonging and feelings of comfort with approaching council representatives with questions or concerns.

News articles about the event over the years have shared overwhelmingly positive feedback, with statements including, "I went to the meet and greet my freshman year, and although I'm not interested in politics, I still find local government pretty interesting given that the laws they pass directly affect us. [...] I think it's important to know your local elected officials, and I'd definitely encourage anyone who has free time to check it out."

Internally, CCE and ISU value this program and partnership very much. As previously mentioned, students often experience significant anxiety surrounding political engagement, particularly in a new location. The informal nature of this event helps bridge the gap between students and their elected and appointed officials.

Impact on the community

This event always has a large turnout from elected and appointed government officials, as well as staff from the Town of Normal; in 2024, about 25 members of Town leadership attended, demonstrating their commitment to connecting with ISU students. The mayor gives remarks at the event every year and often highlights partnerships between the Town and ISU; in 2022, he stated, "These partnerships are great assets to both the Town and ISU. Our relationship is mutually beneficial and naturally inspires collaboration. I often say what's good for Normal is good for Illinois State and what's good for Illinois State is good for Normal." Minutes of the Town Council meetings immediately following the event typically include recognition of students attending the Meet and Greet and Town Council meeting, further showing that the elected officials appreciate the opportunity to connect with ISU students. Further, ISU shares the email addresses of all student attendees with the Town's Director of Communications and Community Relations to add them to relevant newsletters and foster future communication.

Redbird Advocacy Day

Civic engagement experience overview and purpose

Each year, ISU students in the College of Education (COE) participate in Redbird Advocacy Day at the Capitol in Springfield, Illinois. This event aims to connect young educators with legislators to discuss educational needs and advocate for relevant bills. Students, faculty, staff, and alumni work together toward a common goal through attending committee meetings, delivering informational documents, and engaging in discussions with their representatives. All groups are intergenerational, with faculty, staff, and students involved; further, teachers from ISU's associated lab schools, Thomas Metcalf School and University High School, are invited, and each brings five students. Participants are exposed to the processes of government and encouraged to find their voice by handing out flyers and engaging in scheduled meetings with legislators, as well as drop-in visits. They navigate systems of power, focusing on education-related subcommittees, and sit in on hearings and gallery sessions. Additionally, the event includes a lunchtime speaker, an ISU alum involved in the legislative process, who shares insights and experiences. This experience highlights the importance of civic engagement by empowering students to actively participate in the legislative process and advocate for educational reforms. It also underscores the impact of student voices in shaping policy and fostering a collaborative relationship between educators and lawmakers. The information below focuses on Redbird Advocacy Day in the spring of 2024.

Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)

College of Education, Cecilia J. Lauby Teacher Education Center, Larry and Barbara Efaw Center for Educator Excellence, Brad Franke (Director of Public Affairs and Policy, Office of the President)

Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience

The interaction between students and legislators exemplifies reciprocity and mutual benefit. The students provided valuable insights and advocated for educational bills such as HB 4652, which supports paid student teaching. The students brought their firsthand experiences and insights about the educational system, which were respected and valued by the legislators, evidenced by legislative actions taken by local representatives following Advocacy Day (see "Impacts on Community"). This recognition of the students' perspectives allowed the legislators to gain a deeper understanding of the issues at hand. In turn, the legislators shared their knowledge of the legislative process and provided a platform for the students to voice their concerns. They fulfilled their responsibilities as elected officials by engaging with their constituents and gained valuable insight from future

educators on legislation that directly impacts them. By fostering communication between legislators and students, this event served the purpose of addressing educational reforms and building the capacity of both the students and the legislators to work together on public issues.

Number of faculty involved

1

Number of staff involved

13

Number of students involved

23

Community partners involved, if relevant

Panelists from Governor's Office and Redbird Caucus (group of Illinois state legislators with ISU affiliations)

Grant funding, if relevant

N/A

Research projects linked to partnership, if relevant (New)

There are no research projects directly linked to this partnership, but the experience was partially motivated by the following work:

Wellenreiter, Benjamin R. and Noraian, Monica (2020) "Preservice Teachers' Perceptions of the "Public Displays of History" Debate," *The Councilor: A Journal of the Social Studies*: Vol. 81: No. 2, Article 1. Available at: https://thekeep.eiu.edu/the_councilor/vol81/iss2/1

Impact on the campus

Students shared that they found this experience to be very beneficial. An ISU News article was written about this experience and featured in the spring 2025 issue of Redbird Impact, ISU's civic engagement magazine (<https://news.illinoisstate.edu/2024/10/educators-flock-to-the-capitol-for-redbird-advocacy-day/>). The following student quotes are taken from the article:

- "I even got to meet my congressional district senator, who was a former Special Education teacher, so that was really cool! I haven't been old enough to vote until now, so seeing my own senator and connecting with her personally was really fun, especially seeing what she strives for and her goals for education in the state. It seemed like all of the legislators we met appreciated having young people pushing for different issues and having our voices be heard."

- “My group spoke with Senator Dave Koehler, member of the Senate Higher Education Committee, and Senator Chris Belt, member of the Senate Education Committee. Throughout the Spring 2024 semester, I heavily advocated for HB 4652, a bill supporting paid student teaching for all aspiring educators throughout the State of Illinois, and on March 6th, 2024, I spoke on behalf of the student body at the Paid Student Teaching Subject Matter Hearing hosted by the Higher Education Committee.”
- “It was a really great experience. I learned not just from the other ISU students but there were tons of different groups advocating for different initiatives; it was great to see so many of us having our voices heard at once. This is the one opportunity to speak about your needs to people who will actually sit down and listen. My senator even gave me her contact card and offered to meet, and connections like that is something you would miss out on if you don’t go.”

Further, as described in section 7.3, students expressed in a 2023 assessment that they do not have many opportunities to engage in advocacy around issues that are important to them. Advocacy Days such as these are a powerful way for students to engage in advocacy in a strategic, purposeful, and well-planned context, thus building lifelong advocacy skills. Future programming across ISU can draw upon this structure to create more opportunities for students to practice advocacy.

Institutionally, this experience contributes to the objective “Enhance collaboration with legislators to advance the mission of the University” in ISU’s 2024-2029 strategic plan, continues to strengthen partnerships between units on campus involved in advocacy activities, and contributes to building the campus-wide infrastructure of civic engagement. In addition to the student outcomes. Finally, this type of engagement builds ISU’s brand as a civically engaged campus with expertise in education policy; Dr. Monica Noraian, Director of the Lauby Teacher Education Center, is often contacted by legislators on education-related committees for input on draft legislation.

Impact on the community

Broadly, Advocacy Days have the potential to be highly impactful on communities in terms of how legislation progresses through the legislative branch. This specific Advocacy Day led to HB 4652, the bill supporting paid student teaching that ISU students advocated for, passing the House and moving to the Senate. This impact is described in the following student quote from the article linked above:

“My group spoke with Senator Dave Koehler, member of the Senate Higher Education Committee, and Senator Chris Belt, member of the Senate Education Committee. [...] I was excited to be able to continue my work advocating for this bill in Springfield during our

meeting, as well as get other aspiring educators involved. Shortly after Redbird Advocacy Day, HB 4652 passed through the House and moved into the Senate. Senators Koehler and Belt not only co-sponsored the bill, but they both became Chief Co-Sponsors. Knowing that our conversation and testimony that day likely impacted their decision to become Chief Co-Sponsors of the bill was extremely empowering.” Indeed, records from the General Assembly show that Senators Koehler and Belt became Chief Co-Sponsors of the bill on the day it was introduced to the Senate, exactly two weeks after Redbird Advocacy Day. Although we cannot know for certain if ISU students’ advocacy is directly responsible for Senators Koehler and Belt becoming Chief Co-Sponsors of the bill, it is very likely that students’ advocacy moved the bill forward in the House, where it was passed through the Higher Education committee one week after Redbird Advocacy Day and passed the House six days later, and contributed to Senators Koehler and Belt immediately taking action to sponsor the bill in the Senate.

This experience also validates the work being done by state legislators, who expend significant time and energy on behalf of their constituents. Legislators have shared with program coordinators that they appreciate knowing that their constituents are paying attention to their work.

A.1. Experiences

Addressing community issues and contributing to the public good are foundational to ISU’s identity, mission, and vision. Therefore, practical civic experiences are integrated throughout curricular and co-curricular activities. The three experiences described here achieve this goal in different but complementary ways.

As a recipient of federal funding, celebrating Constitution Day is mandatory; however, the way in which ISU recognizes it is based on the University’s priorities, values, and the needs and interests of the campus and local community. As such, CCE views Constitution Day as an opportunity to bring together students, faculty, staff, and community members to explore the Constitution and its relationship to relevant social issues. In recent years, Constitution Day programming has focused on topics including: the juxtaposition between the 13th Amendment abolishing slavery and the phenomenon of mass incarceration, particularly incarcerated workers who are paid between 13 and 52 cents per hour on average; successful strategies and missed opportunities from the women’s suffrage movement, which ultimately led to the passage of the 19th amendment; and how some voting laws and regulations disenfranchise young people, contradicting the aim of the 26th amendment extending the right to vote to citizens at the age of 18. Constitution Day is consistently attended by students, faculty, staff, and community members, providing valuable opportunities for intergenerational conversations around social issues. Partnering

with LEAD and Milner Library to bring the Leadership for Liberation Pop-Up Library, as well as community organizations whose missions focus on electoral engagement and participation, such as Project XV Museum, creates space for critical dialogue and examination of topics that center on intersectionality, electoral participation, and local community history and issues.

While Constitution Day focuses on civic skills and knowledge, the Town of Normal Meet and Greet and Redbird Advocacy Day both emphasize civic participation and building students' civic identities. The Meet and Greet partners with local government and leadership to build students' capacity to learn about and act on community issues, foster a sense of belonging in the town, and create space for local leaders to connect with student constituents. Redbird Advocacy Day has a similar mission on a larger scale and with greater specificity, as students actively engage with their elected state representatives and build skills in advocacy and activism. Thus, both experiences prepare students to engage with leadership to address community issues and contribute to the public good.

Many additional practical civic experiences are available through ISU programs. CCE has a robust voter engagement infrastructure, which was recently recognized as a 2024 ALL IN Most Engaged Campus for College Student Voting. During presidential and midterm election years, CCE hires undergraduate election interns to support voter engagement efforts. These interns are instrumental to the success of ISU's voter engagement team; they facilitate connections with student organizations and provide a critical peer-to-peer perspective to encourage student voting. In the fall of 2024, the voter engagement team delivered 2,140 election handouts, 200 election information posters, 25 presentations on voting, 47 tabling events, and 17 get-out-the-vote posters across campus. Although the exact number of students who voted will not be known until 2024 NSLVE data is released, the vote center on campus saw a record-breaking 3,586 early voters and 3,233 voters on Election Day.

Students can also gain practical civic experiences through Registered Student Organizations (RSOs), with 44 political organizations and 77 advocacy organizations. Practical civic experiences are also embedded in for-credit activities, such as the Model UN (MUN) program and the Peace Corps Prep program administered by the Stevenson Center. MUN, offered for credit through the Department of Politics and Government, aims to promote democracy, diplomacy, global understanding, and civic engagement through participation in conferences and educational activities embedded within courses, simulations, and conferences. The Peace Corps Prep program prepares students for the Peace Corps in any of its six job areas, and a related RSO, Friends for Peace, further

supports this mission by promoting global and cultural awareness, encouraging students to take advantage of service opportunities, and engaging in community events.

CCE also sponsors a Civic Engagement Fellowship, launched in 2022, to support faculty, staff, and students' civically engaged scholarship. Faculty/staff fellows receive a \$5,000 stipend and student fellows are compensated \$15/hour up to 5 hours per week. This program promotes applied research on topics of public concern, including civic and digital literacy and initiatives to increase electoral engagement (topics of the 2022 fellowships). Fellows also receive funding to present their work at national conferences, gaining recognition and building professional networks.

8.2. Are civic skills incorporated into curricular and/or co-curricular community-engaged activities? If so, describe how civic skills are integrated and how student learning outcomes are applied and assessed. (500 words)

Examples of civic skills may include the following but are not limited to:

- *Critical thinking and evidence-based reasoning*
- *Development of digital data and media literacy*
- *Conveys ideas across difference - orally and in writing*
- *Seek out and engage with multiple perspectives*
- *Listen attentively and with patience*
- *Reflexive thinking*
- *Understanding of intersectionality, privilege, and bias*
- *Development of cultural humility, empathy, compassion, and courage to act in service of the greater good*
- *Opportunity to collaborate and participate with multiple forms of culturally based leadership models prevalent in communities of color*

ISU established interdisciplinary Civically Engaged Learning Goals (CELG, <https://civicengagement.illinoisstate.edu/downloads/faculty-staff/Civically%20Engaged%20Learning%20Goals%20ISU%202024.05.29.pdf>) and an accompanying rubric and assessment matrix to scaffold and assess students' civic skill development. This framework identifies ten goals in four domains of knowledge, skills, dispositions, and actions for all ISU students. The civic skills learning goals are: question and critically analyze a community/social issue; apply discipline-specific knowledge to address a community/social issue; and collaborate with people with diverse perspectives and social identities to address a community/social issue. The CELG are designed with flexibility to assess both curricular and co-curricular civic engagement, with the end goal of

preparing students for lifelong civic engagement, and offered on the CCE website to support faculty and staff use in courses and programs. They are also referenced in the Student Affairs Learning Outcomes and were consulted in revisions to ISU's general education programs, further supporting their integration and campus-wide use.

Civic skills are also built into ISU's Deliberative Dialogues program (<https://civicengagement.illinoisstate.edu/students/dialogues/>), which occurs within courses, student organizations, and professional development sessions. Deliberative Dialogues are structured conversations focused on political or controversial topics. ISU uses the National Issues Forums Institute (NIFI) model of deliberative dialogues, which includes background information on an issue and eliminates polarizing stances by identifying three potential solutions to the issue. Participants explore multiple perspectives on the issue and specific solutions – including benefits, drawbacks, and tradeoffs – with the guidance of a trained facilitator and issue guide. Through exploring issue guides such as *A House Divided: What Would We Have to Give Up to Get the Political System We Want?*, *Free Speech & the Inclusive Campus: How Do We Foster the Campus Community We Want?*, and *Health Care: How Can We Bring Costs Down While Getting the Care We Need?*, participants develop skills to articulate their own viewpoints while also listening attentively and patiently to others, fostering the ability to engage in discussions on challenging and complex subjects.

The specific learning outcomes for Deliberative Dialogues are: express appreciation and empathy for another's perspective on the issue; learn something new after hearing and considering another's viewpoint; analyze the issue from multiple perspectives; and identify personal areas of growth to participate in meaningful deliberation. These are assessed via student self-assessment after participating in a Deliberative Dialogue and have previously also been assessed through surveys of facilitators and focus groups with instructors. Throughout AY 2023-24, 1,717 individuals across campus participated in a Deliberative Dialogue session. Assessment conducted in AY 2022-23 concluded that participating in Deliberative Dialogues provides a unique opportunity for students to share their ideas and beliefs about various issues of concern while building community among their peers. Students overwhelmingly found the experience positive for a variety of reasons, mentioning that the experience allowed them to learn something new after hearing and considering another's viewpoint and analyzing an issue from multiple perspectives. Given that Deliberative Dialogues include using evidence to support ideas and identifying costs and benefits to solutions, future assessment in AY 2025-2026 will explore participants' evidence evaluation, consensus-building, and evaluation of tradeoffs.

8.3. Civic identity involves the formation and negotiation of personal and group identities as they relate to presence, role, and participation in public life. Civic identity is particularly important and a factor in civic engagement and participation. What are the pathways and opportunities available to students at your institution to develop their civic identity? How are community partnerships incorporated into these pathways? What kind of institutional support is in place to encourage civic identity development? (500 words)

Examples of civic identity formation may include the following but are not limited to:

- *Understanding the variety of ways to make change within a community (community organizing, going to the media, activism, etc.)*
- *Coalition building to engage in relationships where trust is formed while recognizing barriers*
- *Examining one's positionality in relation to self and society*
- *Articulating a vision of a just and equitable society*
- *Leveraging passion for social change into actions that benefit the community*
- *Understanding the power of voice to make change and what limits voice for many*
- *Creating a sense of belonging to community and responsibility for the greater good*

ISU conceptualizes civic identity as the integration of civic skills (see 8.2), knowledge (see 8.4), and disposition. The two outcomes for civic disposition in the CELG are: consider own personal attitudes, values, and/or beliefs when considering a community/social issue; and acknowledge one's own civic responsibility. Two particularly impactful pathways for developing civic identity are the Student Leaders in Community Engagement (SLiCE) program and the Alternative Breaks (AB) student organization.

The SLiCE program was developed in 2018 as a pathway for 3-5 students per academic year to build their skills in community engagement, peer education and leadership, cultural competency, professionalism, and event planning. The program begins with a full-day orientation emphasizing civic engagement, community partnership, social justice, and the theory of social change. During the fall, SLiCE students support an AmeriCorps graduate assistant (GA) in planning and facilitating September Service Days (single-day service projects). Through the semester, they gradually assume more responsibility by managing logistics, recruiting participants, and fostering meaningful reflection during Socktober (a month-long sock drive) and Holiday Helper (a holiday gift drive in partnership with community organizations). Using skills they foster during the fall semester, in the spring, each SLiCE student identifies a community/social issue that is meaningful to them, connects with a community organization addressing that social issue, and works in

partnership with the organization to develop a service opportunity. These service opportunities comprise the Spring Into Service series, during which students independently lead their own event under the GA's supervision. Throughout the year, students maintain bi-weekly reflection logs to process their learning, consider the impact and quality of their work, and brainstorm improvements. They also participate in bi-weekly staff meetings for progress sharing and professional development. Topics include articulating their strengths and utilizing them in program planning, exploring social change strategies, considering their positionality related to social issues, and building a sense of belonging within the community. Students are compensated as hourly student workers, demonstrating institutional support for this program.

ISU's AB program (see 6.4) is another opportunity for civic identity development. After participating in AB, students are eligible to apply to be a trip leader or serve on the executive board. These student leaders participate in training modules throughout the academic year on topics including facilitating reflection, savior complexes and voluntourism, conflict resolutions, peer leadership, restorative practices, neurodivergence, and ethical engagement with community partners. These skills are especially important for trip leaders, who are responsible for communicating with community partners at AB sites about daily itineraries, service expectations, travel and lodging, and interacting with local community members. Executive board members create and implement long-term goals and strategic plans for the organization, including planning events, recruiting participants, and selecting service sites. Through these leadership opportunities, students involved in AB experience deeper and more complex forms of community engagement and move along the Community Collaborator Continuum, representing important steps in their civic identity formation. These student leaders receive a discount on their AB fees as a testament to their commitment to long-term civic engagement and peer leadership.

8.4. Indicate where civic knowledge development for a diverse democracy is part of the community engaged student learning outcomes inside and outside of the curriculum (500 words)

Examples of civic knowledge may include the following but are not limited to:

- *Community-based participatory research on democracy and civic engagement*
- *Collaborative problem solving*
- *Knowledge of systems (governance and community networks)*
- *Ethical reasoning and critical inquiry*
- *Information literacy and empathy*

- *How to use policy for social change*
- *Compassion and communicating across differences*

Civic knowledge is one of the four domains in both the CELG and Civic Engagement and Responsibility (CER) minor. The CELG civic knowledge learning goals are: understand the complexity of a community/social issue; examine organizations that address a community/social issue; and analyze actions/processes to be taken and systems in place to address a community/social issue. Co-curricular programs offered by CCE explicitly include these civic knowledge outcomes. For example, the MLK Jr. Day of Service, held in partnership with the Midwest Food Bank (MWFB), explored the intersection between food insecurity and social justice, particularly Dr. King's perspectives on economic justice and food access as a human right. Throughout the service project, participants learned how MWFB, among many other organizations, addresses the issue of food insecurity, considered how social, economic, and political systems interact to impact food access, and identified actions necessary at personal, collective, and governmental levels to reduce food insecurity.

The CER minor includes three civic knowledge outcomes: identify types of civic engagement within and/or across disciplines; discern credible sources of civic engagement information; and describe the process of building and maintaining a democratic society. These outcomes are explicitly addressed in several courses offered in the CER minor. For example, POL308: The Right to Vote in the United States explores the governance, systems, and major policies surrounding the right to vote, including the Constitution, the 15th and 19th amendments, the fight for the right to vote and the Voting Rights Act of 1965, and Supreme Court decisions on voting and the role the Court has played in expanding and limiting that right. This course directly addresses the process of building and maintaining a democratic society, using policy for social change, and knowledge of political and social systems.

Milner Library has a program dedicated to Information Fluency (IF), defined as the ability to think critically while engaging with, creating, and utilizing information and technology regardless of format or platform. This program also includes publicly available IF learning outcomes and an accompanying rubric, allowing faculty to intentionally incorporate and assess IF learning outcomes in their courses. To further institutionalize the use of IF learning outcomes, Milner established an initiative to integrate discipline-specific IF learning outcomes into departments, schools, and programs across the University in AY 2021-22. The program is a cohort model where every academic year, Milner provides a series of four workshops for pairs consisting of the subject librarian and a departmental/school faculty representative. The workshops cover creating broad

overarching learning outcomes, determining unique objectives and skills, aligning outcomes through curriculum mapping, and determining assessment strategies. Cohorts have developed discipline-specific IF learning outcomes for five disciplines, providing opportunities for students in a variety of academic programs to develop IF skills. Further, Deliberative Dialogues (see 8.2) guide participants in communicating across differences, examining systems that affect social issues, and building consensus to address contentious issues. Students can also engage with community members to discuss issues that are relevant to campus and community stakeholders through annual campus/community Deliberative Dialogues.

8.5. How is free speech showing up on your campus? What is your institutional policy on free speech and free expression? What kind of programming, partnerships, and policies for staff, faculty, students and/or community do you offer or participate in that foster critical thinking, space to engage in deliberative dialogue, civil discourse and communication across differences, and exchange of ideas around contentious issues? Is there training offered to faculty, staff, and/or the community to incorporate these skills into courses and programming? (500 words)

ISU seeks to embrace free speech, as well as principles of equity and inclusion, and aims to create an environment where students, faculty, staff, and community members can discuss difficult issues with civility. Prior to the 2024 election, a cross-divisional team developed a website (<https://deanofstudents.illinoisstate.edu/free-speech/>) to provide resources to promote critical thinking and communication skills in the classroom and beyond. The site notes, “Our core values include fostering a campus culture characterized by mutual respect, a civil exchange of ideas, and a collaborative approach to problem-solving. Individuals are encouraged to acknowledge the rights of others to express differing opinions, conscientiously listen to opposing views, and, when disagreeing, do so respectfully. We recognize that learning is enhanced when our community includes dialogue and discourse that broadens perspectives.”

In the fall of 2024, ISU hosted a series of workshops on free speech. The first workshop was co-hosted by CCE, the Dean of Students Office, the Center for Integrated Professional Development (CIPD), and the Office of the Provost and introduced faculty and staff to the legal framework of the First Amendment, principles of free speech and academic freedom, and unprotected speech such as harassment or threats. The workshop also highlighted the evolving nature of the case law around academic freedom and the challenges universities face in upholding free speech, academic freedom, and diversity, equity, and inclusion. Other workshops included a webinar on the “First Amendment in the Academy” and a workshop on “Free Speech in Class and Beyond.” CCE also coordinated with the

department of Politics and Government, the ACLU of Illinois, and the student chapter of ACLU to present a panel discussion on “Lessons Learned from Freedom of Speech Concerns on Campus.”

CCE also partnered with groups across campus to promote post-election dialogues and spaces for reflection. The Office of Equity and Inclusion created a program called “ISU in Conversation,” which gave students, faculty, and staff the chance to discuss campus and community concerns such as political polarization and campus safety. CIPD also collaborated with the Dean of Students Office to host workshops on how to handle hot button topics in the classroom and partnered with CCE to train faculty and staff to facilitate deliberative dialogues. CCE has provided resources to residence life staff on deliberative dialogues, and all residence hall advisors receive training on free speech and how to promote respectful conversations across differences.

ISU has a robust Deliberative Dialogue program that affords many opportunities for the campus and community to discuss controversial issues. The program is unique in that most dialogues are led by student facilitators who receive extensive training and are paid to facilitate dialogues throughout the year. Students in all sections of IDS 128: Thriving in College, Career, and Beyond participate in a Deliberative Dialogue. Through a partnership with the Honors Program, CCE facilitates dialogues in all sections of the Honors Mindset classes. Typically, CCE hosts at least one campus-community dialogue each semester, such as a dialogue with the AARP on the future of social security.

8.6. Describe how your campus tracks and assesses civic engagement. Explain how your campus uses the data to inform programming and enhance student learning. (500 words)

Civic engagement has been one of ISU’s core values since 2008, and the establishment of CCE in 2017 centralized the assessment of civic engagement. ISU administers the National Survey of Student Engagement (NSSE) every two years with results informing programming revisions to enhance students’ learning and civic participation; this is described in 7.3.

ISU also submits data to the National Study on Student Learning and Voter Engagement (NSLVE), which is critical to voter engagement efforts. Since 2012, ISU has continually increased student voter registration and turnout each election cycle (e.g., registration and turnout in 2018 were 70.1% and 30.8%, respectively, and 72.9% and 31.6% in 2022, both of which were midterm and gubernatorial elections; registration and turnout in 2016 were 77.7% and 50.7%, and 82.2% and 64.8% in 2020, both of which were presidential elections). Notably, ISU did not share biodemographic data with the National Clearinghouse prior to 2022; thus, it was imperative to assess student voter engagement

across demographic groups internally. Election Engagement Faculty Fellow Dr. Meghan Leonard conducted a voter engagement survey in 2022, which indicated that Black and Latinx ISU students were less likely to be registered to vote compared to their white counterparts. This discrepancy led the Voter Engagement Coalition (VEC) to partner with the Multicultural Center, the Latino/a Studies program, and the African American Studies Program, as well as specific RSOs, sororities, and fraternities to listen to the suggestions of Black and Latinx student voters and incorporate them into electoral engagement plans. This survey also identified that students who are first-time voters experienced anxiety about the actual act of voting, with concerns such as the layout and flow of the polling place, how to operate voting machines, and if they are able to ask for help. To address this need, CCE created an election video in partnership with University Marketing and Communication to show students a realistic walkthrough of the voting process from entering the polling place to submitting their ballot. The VEC also created and staffed greeter tables on Election Day in 2022 and 2024 and during early voting in 2024 to educate students about how to register and vote, answer questions regarding documentation requirements for same-day registration, and ease anxiety for first-time voters. This internal assessment of student voting led to meaningful changes in voter registration, education, and turnout, ultimately increasing students' civic participation as demonstrated by NSLVE data.

These efforts have been recognized by several national organizations. ISU was named a Voter Friendly Campus in 2021-2022 and 2023-2024 and an ALL IN Most Engaged Campus for Student Voting in 2024, in addition to receiving the Highly Established Action Plan Seal from the ALL IN Campus Democracy Challenge in 2024 (<https://news.illinoisstate.edu/2024/12/illinois-state-university-recognized-as-a-2024-all-in-most-engaged-campus-for-college-student-voting/>). Participating in these communities provides a clear framework for ISU to encourage and monitor student participation in elections, as well as use data to increase participation in future election cycles.

ILLINOIS STATE UNIVERSITY

COMMUNITY ENGAGEMENT AND OTHER INSTITUTIONAL INITIATIVES



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

Section 9: Community Engagement and Other Institutional Initiatives

9.1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities: (Check all that apply)

- ☒ **Anchor institution mission or initiative(s)**
- ☒ **Campus diversity, inclusion, and equity goals (for students and faculty)**
- ☒ **Efforts aimed at student retention and success**
- ☒ **Encouraging and measuring student voter registration and voting**
- ☒ **Development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming**
- ☒ **Social innovation or social entrepreneurship that reflects the principles and practices of community engagement**
- ☐ **The campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research**
- ☒ **Efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students**
- ☒ **Outreach activities - summer camps**
- ☒ **Community and economic development**
- ☒ **Lifelong learning (non-credit)**
- ☒ **Campus food security programs (internal and external)**

9.2. Describe at least two examples from question 1, including how the priority is aligned with community engagement; where you have been; where you are now, where you are strategically planning on going; and lessons learned over the past two years. (1000 words total)

Lifelong learning

Illinois State University (ISU) supports community members' lifelong learning through the Senior Professionals group, founded in 1989 and managed through ISU's Conference Services. Senior Professionals is a membership-based organization of retired/semi-retired individuals from the community with or without prior association with the university. The

group's mission is to interact with ISU faculty, staff, and students as resources, enhancing student learning through sharing their experiences, skills, and knowledge, and to provide lifelong learning adult enrichment classes for the community. Membership is \$125 annually, with funds supporting member programming and scholarships and grants for ISU students. For instance, Senior Professionals partners with the Center for Civic Engagement (CCE) and State Farm Foundation on an annual grant to support student-led community engagement projects addressing social issues to improve, enhance, expand, educate, and/or create awareness within Bloomington-Normal and/or McLean County, with the option of Senior Professional members serving as consultants on projects.

Senior Professionals offers adult enrichment programs through the Academy of Seniors, Mornings with the Professors, and Classroom Journey. These programs are open to the public and cover diverse topics. Academy of Seniors classes are a series of four two-hour sessions each semester, with spring 2025 topics including history through a modern lens, climate change and agriculture, jazz music as protest, and artificial intelligence. Mornings with the Professors are five Friday lectures per semester, with spring 2025 topics including U.S. political polarization, Chilean opposition to dictatorship, wildlife conservation in zoos, Illinois' contributions in WWII, and a historical perspective on antisemitism. Classroom Journey is a bus trip each semester, visiting the National Museum of Transportation in spring 2025. Classes are taught by professors from ISU, Illinois Wesleyan University, and community experts.

Senior Professionals partner with the Honors Program to mentor ISU students, enhancing the college experience of the mentee and providing a meaningful intergenerational experience for both the mentor and mentee. In spring 2024, the Senior Professionals Mentoring Program had 40 matches of mentors and mentees in various fields such as accounting, agriculture, economics, education, fine arts, management, and more. Senior Professionals has also recently begun mentoring students from Veterans and Military Services. Further, as part of the ISU community, Senior Professionals members gain access to ISU technology resources, courses through the Center for Integrated Professional Development, Milner Library, a free ISU email account, discounts at businesses in the Town of Normal, and services from the Eckelmann-Taylor Speech and Hearing Clinic.

A representative of Senior Professionals participated in CCE's Community Impact Assessment (see 2.3E), providing insight into their operations over the last several years and identifying areas of growth. Over the past two years, the group has been able to secure more funding for community engagement projects, providing up to \$2,500 to support larger projects. They shared that offering classes in a hybrid model since the COVID-19

pandemic has allowed for broader participation. They expressed a desire to increase outreach to students and leverage members' expertise for short-term, impactful roles (e.g., as advisors to civic engagement projects), providing continued opportunities for partnership with CCE.

Students' basic needs

ISU's 2020 classification described a student-led study on the prevalence of food insecurity for college students, finding that between 39% and 50% of students had experienced food insecurity. This led to a partnership between ISU students, administrators, the Town of Normal, and Normal First United Methodist Church to establish the School Street Food Pantry (SSFP) in 2018. The pantry is located in the church, staffed by student and community volunteers, and available to all students with a student ID from a local college or trade school. SSFP also has an advisory board comprised of community members, church members, and ISU faculty, staff, and students, further ensuring the pantry continues to be a mutually beneficial partnership for ISU, other area colleges, and the Bloomington-Normal community. Since its creation, SSFP use has risen significantly. In 2022, it served about 91 students per week, rising to 101 per week in 2023 and 130 per week in 2024.

Students' basic needs are also supported by the Student Navigator Program. This is a student-led, peer-to-peer program that helps students who are contending with economic hardship and basic needs crises. The program, located in the Dean of Students office, includes a Student Program Coordinator and three Student Navigators. The Student Program Coordinator connects with community organizations to build a resource database for students, communicates with government officials to identify existing resources and advocate for increased support, and coordinates outreach with Navigators to expand the program's reach across campus. Navigators meet individually with students to collaboratively develop a plan to help find resources to address the students' needs, pulling from campus, community, state, and federal resources, such as food pantries and transportation options. Navigators also help students identify and sign up for government benefits they may qualify for.

The program leverages partnerships with existing organizations, collaborates to create new resources, and emphasizes the Student Navigator/student client partnership to move the student to self-sufficiency in resource acquisition. Although initially connected to a national nonprofit organization (RISE), the Student Navigator program launched with the support of many campus departments after the RISE program was abruptly discontinued. Campus representatives began weekly outreach meetings with campus and community

partners to share the mission of the program and discuss how to connect with existing resources to meet students' basic needs.

The program partners with many on-campus offices (e.g., Parking and Transportation, Dining Services, Milner Library, Technology Solutions) and community organizations. One notable partnership is with SSFP; a Student Navigator sits on the advisory board and the Navigators can access the pantry during off hours to help students get food. SSFP and the Navigators also partner on a Winter Break Food Bag to provide non-perishable food to students during the university's winter closure. In fall 2023, the Navigators supported 54 students; in fall 2024, they supported over 100 students. As demand for these programs continues to increase, ISU has fundraised for students' basic needs through its annual giving campaign, raising over \$25,000 since the program launched in 2023.

ILLINOIS STATE UNIVERSITY

REFLECTION AND ADDITIONAL INFORMATION



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Section 10: Reflection and Additional Information

10.1. Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s). (500 words)

2.4A. Other areas responsible for community engagement are the Stevenson Center for Community and Economic Development and the Director of Innovation and Strategic Partnership, both of which support community and economic development and report to the Associate Vice President for Research and Graduate Studies.

The Stevenson Center for Community and Economic Development began in 1994 as a Peace Corps Fellows Program. The mission of the Stevenson Center is to cultivate leaders in public service through a unique combination of interdisciplinary coursework, research, professional practice, and community collaboration. It administers interdisciplinary graduate sequences for students pursuing careers in community and economic development and a Peace Corps Prep program for undergraduate students. The Stevenson Center provides direct service to community organizations and municipalities through economic impact analyses and forecasting, grant-writing training, and data management expertise. The Center's staff consists of a part-time director, who is a tenured faculty member at Illinois State University (ISU), and a full-time assistant director, program coordinator, and administrative assistant. They partner with the Peace Corps, AmeriCorps, City Year, and many community organizations that collaborate with staff and students on initiatives. The Stevenson Center also partners with five academic units that offer its graduate sequences in applied community and economic development: anthropology, applied economics, kinesiology and recreation, political science, and sociology.

The Director of Innovation and Strategic Partnerships promotes collaborations between ISU and external entities through sponsored research agreements and other forms of cooperative agreements and coordinates ISU's involvement in the Illinois Innovation Network (IIN, see 5.2). The Director is currently coordinating the development of a community business incubator as part of the IIN, working in partnership with the Illinois Small Business Development Center of McLean County, Bloomington-Normal Economic Development Council, economic development entities, and the business community. They also work directly with college Deans, faculty, and staff to promote strategic initiatives that enhance external support of research, innovation, and economic development.

All three entities communicate and meet regularly to support community engagement. The Center for Civic Engagement's (CCE) Associate Director sits on an IIN subcommittee, and CCE partners with the Stevenson Center to host an AmeriCorps graduate assistant for community service projects.

6.2. The learning outcomes for the Civic Engagement and Responsibility minor are:

Knowledge: identify types of civic engagement within and/or across disciplines; discern credible sources of civic engagement information; describe the process of building and maintaining a democratic society.

Skills: critically analyze and reflect upon a civic engagement experience; collaborate with people from diverse perspectives and social identities to develop just and equitable solutions to social and community issues.

Attitude: approach engagement with humility, an appreciation for individual and community strengths, and a commitment to responsible action; articulate a critical self-awareness of their values and assumptions about power and privilege.

Application: organize, lead, and reflect upon ethical and effective civic engagement efforts; advance an argument regarding a public issue that considers ethical values from multiple individuals and communities; evaluate the extent to which mutual benefit and reciprocity are present in a given community partnership.

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