

The Carnegie Elective Classification for Community Engagement

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Anne C. Kaplan, Ph.D.
Vice President, Administration and University Outreach
Lowden Hall 307
Northern Illinois University
DeKalb, IL 60115

Telephone: 815 753-9503
Fax: 815 753-0666
Email: akaplan@niu.edu
Website: <http://www.niu.edu/outreach/admin.shtml>

John G. Peters
President
Altgeld Hall 300
Northern Illinois University
DeKalb, IL 60115

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Preparation of application coordinated by
Marilyn Bellert
Executive Assistant to the Vice President
Division of Administration and University Outreach

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I. Foundational Indicators

A. Institutional Identity and Culture

Required Documentation (Complete all 5 of the following)

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

Quote the mission (vision)

"The university is committed both to pure research and to the application of new knowledge. The research talents of faculty often complement the development needs of business, industry, education, and government. The university promotes interaction between faculty and practicing professionals and encourages the application of theoretical findings to enhance the national and international capacity to anticipate, understand, and solve problems. In order to make the results of intellectual and creative excellence widely available, the university facilitates the publication and dissemination of scholarly works and the performance and display of creative activities.

"The faculty and staff of the university are committed to sharing their teaching, research, artistry, and professional expertise with members of the broader public. Through clinical and technical services, consulting, non-credit programs, and cultural activities, the university opens new channels of communication and returns a portion of its resources to the community from which it benefits.

"By working closely with the community colleges, the university supports one of the largest baccalaureate transfer programs in the state through carefully developed articulation agreements. In keeping with its historic mission, the university serves and continually seeks to provide greater educational opportunity for non-traditional students who can pursue courses and degree programs only on a part-time basis and at off-campus locations. It has established professional relationships with many of the scientific laboratories in the high-tech/agribusiness corridor, with many of the corridor's leading businesses and industries, and with its central service facilities. It also is a major cultural center in the region, drawing audiences to a wide range of exhibits, concerts, and theatre productions."

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

Describe with examples

Campus-wide awards honor engagement by faculty, staff, students, and alumni. In the annual state of the university address, NIU's president recognizes outstanding outreach and engagement. The president also presents prestigious awards with requirements for community service and engagement. A Supportive Professional Staff award went to Debra Hopkins, director of the [CPA Review](#) for practicing accountants.

I. Foundational Indicators, A. Institutional Identity and Culture (continued)

Professor Toni Tollerud, a Presidential Teaching Professor in 2008, directed the NIU [Center for Child Welfare and Education](#), which serves Illinois' children in foster care. The president will be asked to create a Presidential Engagement Professorship, a new faculty honor. Top NIU seniors receive awards for excellence in academic and service activities. Top student interns at locations such as NASA, the United Nations, and regional industries are honored regularly. Alumni Association awards extend the university's emphasis on regional, national, and global engagement. In 2008, alumni were honored for diverse activities such as adapting graphical analytic software for tracking rhinos and distributing micro-loans to thousands of impoverished people. The seven colleges deliver parallel awards to students, faculty, staff, and alumni at their own events. All of these awards are reported in local and regional media, and university publications, and websites.

Celebrations of community engagement include a host of events such as winter holiday parties for DeKalb families, and especially, a community memorial service following the campus tragedy of February 14, 2008. This event gave NIU a chance to thank thousands of people for their outpouring of personal, professional, and financial support. A few of the many other campus-wide celebrations include an [NIU Outreach Fair](#) that demonstrates the breadth and depth of NIU's engagement activities; social events such as the annual parade of nearly 500 local schoolchildren carrying flags of many nations; and a presidential reception for nearly 150 faculty and staff involved in outreach to P-12 schools.

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

Describe the mechanisms

NIU has initiated an annual survey of community perceptions but also relies on informal feedback and on an extensive system of decentralized assessments.

Beginning in 2008, NIU surveyed nearly 200 community leaders regarding their perceptions of the university's engagement. NIU's [Public Opinion Laboratory](#) administered the survey through online, mail, and telephone interviews. Those surveyed included public officials, chief executives, financial or information officers of major businesses and industries in the region; healthcare executives; economic, workforce, and community development leaders; college presidents; K-12 superintendents; leaders of social service agencies and non-profits; and executives of federal laboratories and other research facilities.

Following an administrative reorganization in 1990, NIU decentralized continuing education, outreach, and engagement activities. Assessment of these activities is handled by colleges and other university offices with coordination by the Division of [Administration and University Outreach](#). At quarterly meetings with the colleges' external program directors, [NIU Outreach](#) presents assessment results and leads follow-up discussion.

I. Foundational Indicators, A. Institutional Identity and Culture (continued)

In the 1980s NIU responded to the national emphasis on systematic assessment by establishing an [Office of Assessment Services](#) that has increased the quantity and quality of assessment at the university. Directors of literally hundreds of engagement projects across the region routinely conduct comprehensive assessments that are required by granting agencies and expected by colleagues and clients, e.g. tracking and analysis of evaluations of clinical experiences and internships; analysis of experiences at residential camps, music and art lessons, and campus events for thousands of adults and K-12 students; and feedback from more than 60 advisory committees across the institution.

Assessment of programs and courses at the three regional centers ([Hoffman Estates](#), [Naperville](#), and [Rockford](#)) illustrates the range of tools used across the institution. Each semester, [NIU Outreach](#) surveys and holds focus groups with participants in center programs, and students and teachers in courses. Assessment practices also include measures of satisfaction over time, program evaluations, testimonials, evaluations of speakers and of operations (facilities, staff responsiveness, quality and effectiveness of technology), enrollment and persistence trends for each of the academic programs delivered at the centers, and impact of marketing.

The [Center for Governmental Studies](#) (CGS) offers another example. In their work with governments, social service agencies, and non-profits, [CGS](#) routinely completes preliminary needs assessments, client surveys, reflection sessions at completion of projects or events, and reports of impact on community, workforce, and economic development.

b. Does the institution aggregate and use the assessment data? YES

Describe how the data is used

A standing committee in the university's governance structure serves as an advisory body to key administrators on matters regarding the university's outreach mission. The Vice President for [Administration and University Outreach](#) routinely reports on new initiatives, on-going activities, and assessment results to the Outreach Advisory Committee, the President's Cabinet, Council of Deans, [Office of Community Relations](#), and the External Programs Offices in the colleges.

A July 2008 survey of 200 leaders across the region will be analyzed by [NIU Outreach](#) in collaboration with the external programs offices in the colleges for use in adjusting and expanding program offerings. The very positive and interesting survey results will inform institutional strategic planning, marketing, and development.

[NIU Outreach](#) convenes quarterly meetings with the external program directors where agendas always include analysis of the assessment data from their off-campus programs which is collected systematically by Outreach. The majority of off-campus students are working adults. Degree-completion programming for them and marketing to them necessarily vary from approaches to on-campus 18-22 year olds. Following a

I. Foundational Indicators, A. Institutional Identity and Culture (continued)

study of the needs and interests of off-campus clientele, the colleges collaborated with [NIU Outreach](#) to formulate a new marketing campaign and an increase in web-based relationships with prospective students. Alternative models for delivery of degree programs are being actively considered thanks to persuasive data about our students.

As a result of self-study that occurred in developing this application, NIU has recognized that more systematic aggregation of assessments of the region's perceptions about the university's engagement, which are carried out by dozens of individuals and groups, and applications of that data could provide mutual benefit for both the institution and communities throughout the region. The Outreach Advisory Council will consider this issue and possible approaches at its next meeting in September 2008.

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

Describe the materials

Community engagement is emphasized in all of NIU's major marketing vehicles, both as a defining characteristic of the institution and as a major educational advantage for current and prospective students. The main NIU website (www.niu.edu) features a prominent link to "[Outreach and Community Resources](#)" on its homepage, and hosts an extensive engagement site with links to more than 250 individual engagement programs. NIU's enrollment marketing materials also promote institutional commitment to engagement as a competitive advantage for students seeking hands-on or service-learning opportunities in the region. This central university message is similarly communicated on a regular basis in college- and department-specific publications and promotional materials. Beyond that, NIU utilizes its website as a direct engagement tool, providing access to information, collections and other resources that enrich the educational and cultural experiences of citizens throughout its region and across the country. Examples include online access to NIU experts, digitized library collections, photo galleries, research findings, interactive school report cards, etc. University publications such as the quarterly magazine [Northern Now](#) and the weekly newsletter [Northern Today](#) routinely feature articles on NIU partnerships and engagement projects, often with explicit reference to the university's engagement mission. Collaborative projects such as the [Illinois Rural HealthNet](#) program and [NIUNet](#) (both made possible through an engagement-driven initiative that connects communities and hospitals to fiber optic networks) also have virtual homes on the [NIU website](#) and in printed materials about the university. Institutional advertisements on radio and television likewise promote NIU's engagement mission through student testimonials about engagement learning experiences. In short, NIU's commitment to engagement is consistently and tightly woven into virtually all major promotional efforts.

I. Foundational Indicators, A. Institutional Identity and Culture (continued)

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

Describe examples such as annual address, published editorial, campus publications, etc.

Since taking office in June 2000, NIU President John Peters has consistently given engagement a prominent place in public statements about institutional priorities. At the outset of his presidency and continuing into the present day, NIU's chief executive has articulated the engagement theme in an aspirational goal statement calling for Northern to become "the nation's premier regional public university," its achievements characterized by superior service to and engagement with the greater Chicagoland region. In each of eight annual addresses to the university community, the president has firmly and explicitly established NIU's engagement mission as a core institutional value. In his second annual address (October 2001), President Peters announced the establishment of NIU's Division of [Administration and University Outreach](#), and in each subsequent address has updated the campus community on the status of NIU partnerships, collaborations and overall engagement with the region. In 2005, the president announced plans for a university-wide [strategic planning](#) effort that would take as its guiding principles the university's efforts to become "more engaged, sustainable, global, responsive and accountable." Those five themes guided NIU's recently-completed strategic planning effort, with many new engagement initiatives prominent in its final draft. NIU Provost Raymond Alden likewise emphasized engagement in his leadership of the strategic planning process, establishing that aspect of the university's mission as a requirement for successful funding requests. NIU's governing board is acutely aware of the institution's commitment to community engagement as well. The current board chair is particularly vocal in her support of engagement, and has donated significant amounts of personal time and resources in support of engagement initiatives, including a [proton therapy clinic](#) and a multidisciplinary healthcare management program involving regional hospitals and other healthcare providers.

B. Institutional Commitment

Required Documentation. (Complete all 6 of the following)

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

Describe with purposes, staffing

The Division of [Administration and University Outreach](#), one of five vice-presidential units reporting directly to the president, is charged with assessing regional needs and developing new programs to meet those needs; leading university activities aimed at regional economic, social, and cultural development; and presenting NIU to the world

I. Foundational Indicators, B. Institutional Commitment (continued)

through state-of-the art communications and public relations. The division's 800+ staff connect the university to the region through life-long learning opportunities (credit and non-credit); Partnerships (with business, government, healthcare and education); Technology (on campus, between campuses and throughout the region); and Communications (public relations, marketing, web and new media, broadcast radio). The Division acts as NIU's "front door," connecting individuals and organizations to an array of university resources spanning all colleges and divisions. External program offices in the colleges of [Education](#), [Liberal Arts and Sciences](#), [Visual and Performing Arts](#), [Engineering](#), and [Health and Human Sciences](#) link the resources specific to those colleges to citizens across the region. Regular meetings between central Outreach staff and college external programming staff provide opportunities to resolve common problems, share information, and leverage synergies in related programs and capacities.

Other campus-wide coordinating units which support and advance community engagement include the [P-20 Task Force](#), the [School-University Partnership Office](#) in the [College of Education](#), the [Experiential Learning Center](#) (ELC) in the [College of Business](#), [Foundation Venture Grants](#), and an Office of [Community Relations](#).

- Vice President for [Administration and University Outreach](#), Vice Provost, and deans of five colleges comprise the [P-20 Task Force](#), which is charged with coordinating university-wide partnerships, NIU initiatives, and grant-funded activities across the educational continuum from pre-school to graduate school. Each year, the P-20 Task Force reports on more than 100 projects, often involving multiple colleges. As the president says, "At NIU, preparing better teachers is everybody's business."
- [School-University Partnership Office](#) focuses on developing 11 partnerships with local school districts and is expanding the professional development school model for teacher preparation. This office took primary responsibility for coordinating a five-year, \$5 million TQE grant that involved five colleges and [NIU Outreach](#).
- ELC supports service-learning projects for external, real-world clients. The projects engage cross-functional teams of students and coaches from several colleges. <http://www.cob.niu.edu/elc>
- [NIU Foundation](#) funds Venture Grants for innovations that engage external partners.
- Office of [Community Relations](#) works with all colleges and divisions to coordinate NIU activities with regional businesses and community leaders and reports directly to the president.

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

Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc.

I. Foundational Indicators, B. Institutional Commitment (continued)

NIU's annual public service expenditures for Fiscal Year 2007 amounted to approximately \$24 million, an allocation equal to the institution's expenditures on organized research. The majority of these funds supported community education and community service. Twenty percent of the total allocation is permanent.

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

Describe specific funding

In FY07, 41% of NIU's externally funded projects were dedicated to engagement with the community. These projects were awarded \$15,553,000 from outside sources. In FY08, a similar amount (\$15,168,814) supported engagement initiatives. The following sample illustrates the range of activities and resources.

[Interactive Illinois Report Card](#) - FY08 \$1,869,038, Illinois State Board of Education; [Project Success](#)-increasing the number of educators certified to teach ESL and/or bilingual students - \$1,500,000, U.S. Department of Education

Three new Master's Degree programs (mathematics, biology, and engineering education) involve three colleges with teachers in five school districts-\$3,000,000, State of Illinois

[Center for Governmental Studies](#) managed 80 projects in economic development, workforce education, public administration, land use, environmental management, etc. - \$2,700,000

[Get WISE](#) after school clubs in five middle schools and summer camps increase the pipeline into engineering for minority females - \$248,000, E.E. Carter Foundation

[Institute for Neutron Therapy](#) (cancer treatment) - \$2,421,034, U.S. Dept. of Defense

[ROCK](#) project support for small manufacturers (engineering technology)-\$13.2 million (2004-08) U.S. Dept. of Defense

[Advanced Photon Source](#) development at Argonne National Lab-\$1.4 million, U.S. Department of Energy

c. Is there fundraising directed to community engagement? YES

Describe fundraising activities

University fund-raising for community engagement is conducted by the [NIU Foundation](#), colleges, divisions, organizations, programs, and centers. Foundation efforts support new buildings, scholarships, public artwork, and innovative projects such as the [Frontier Physics Road Show](#) in schools and mobile communications intended to communicate with off-campus students. Several colleges and NIU

I. Foundational Indicators, B. Institutional Commitment (continued)

[Athletics](#) have development offices that help fund diverse programs and facilities; e.g. [Blackwell One-Room Schoolhouse and Museum](#), [Zeke Giorgi Legal Clinic](#), and the Senior Olympics. Engagement-oriented organizations such as [Illinois Council for Economic Education](#) and the [Center for Governmental Studies](#) partially support themselves by fund-raising. A brief summary of last year's results: Donors provided \$1.185 million of expendable gifts toward outreach programs in the year ended June 30, 2007, including over \$780,000 to the award winning [Northern Public Radio](#) station from major gifts and listener contributions. Additionally, just under \$2 million of private gift support was received during the year toward two building projects that will serve the broader community. Donors have generously provided endowment support toward NIU's outreach efforts. Endowment principal directed to outreach efforts totaled over \$1.8 million on June 30, 2007, including over \$660,000 in new endowed gifts this year.

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

Describe

NIU maintains documentation mechanisms for tracking engagement with the community, but they tend to be more *ad hoc* and less systematic than is needed to maximize institutional engagement. The [Outreach and Community Resources](#) web pages at www.niu.edu represents a comprehensive effort. Regularly updated, this site displays more than 250 engagement activities across the university and assists internal and external constituents in accessing resources. The [Institutional Research Office](#) collects data from all faculty and staff regarding their service activities. This data is reported at the state level but is not added to a local engagement database. Annual and other periodic reports of each division, college, department, center, and program detail community engagement; but, again, this information is not added to a centralized database. The [Experts Guide](#) maintained by [Public Affairs](#) collects information directly from faculty and staff who make themselves available for community programs and consulting, but there is no mechanism for following up with either NIU personnel or community members who use their services. Frequently, a request from a trustee, legislator, or reporter will instigate a time-consuming and not always complete search for information that needs to be more consistently available.

Several factors are leading to a change in this situation. First, the institutional [Strategic Planning](#) Imperative that requires strengthening NIU's regional and global impact is resulting in systematic, university-wide attention to engagement and its documentation. Secondly, the exercise of developing this application identified both the significant amount of engagement underway between NIU and communities across the region and the difficulty of tracking it in a decentralized environment. Through the application process, NIU staff members have discovered ways to categorize engagement and begun designing a tracking device for the future. The Vice President for [Administration and University Outreach](#) has charged division technical staff with developing a web-based program that designated staff will compile, monitor, and

I. Foundational Indicators, B. Institutional Commitment (continued)

disseminate on a regular basis.

The centralized engagement database will draw from sources used now for hasty searches and reports - [NIU Outreach](#), [Public Affairs](#), [Community Relations](#), external program offices in each of the colleges, faculty, [Office of Sponsored Projects](#), the [NIU Foundation](#), [International Programs](#), [External Affairs and Economic Development](#), and others. All of these units contributed to preparation of this application and expressed interest in a more comprehensive and coherent system for tracking engagement.

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

Describe

Existing mechanisms to track engagement yield data that is used in many ways.

Reports to Board of Trustees, legislators, alumni, constituents, partners, media, etc. The president's weekly news notes to the Trustees include anecdotes and data about engagement activities. Alumni magazine [Northern Now](#) published an issue devoted to outreach. Local media report data on NIU's economic impact on the region that is collected by [NIU Outreach](#) and [Public Affairs](#). A compilation of daily news clips detailing engagement activities is distributed daily to campus administrators and trustees.

Accreditation materials generally require detailed information about engagement. The National Council for Accreditation of Teacher Education (NCATE) process will culminate at NIU in September 2010. For NCATE, NIU reports community partnerships and their impact on teacher education, the quality of students' community-based learning experiences, and the success of NIU graduates and their students in the region's classrooms.

Accountability reports to state and federal agencies use information about the quality and impact of engagement to demonstrate compliance and unique successes.

Periodic reports by divisions, departments, centers, and programs share engagement activities with larger and smaller audiences. "Science in the Service of Society," the [College of Health and Human Sciences'](#) annual report, is an example.

Fact sheets for legislators frequently draw on engagement data that demonstrate NIU's impact and willingness to support partnerships.

Grant proposals often require evidence of sustained partnerships and outreach activity.

Partnership documents and presentations demonstrate accomplishments and analyze potential for future activities. Annual reports on progress toward goals at the [Wright School](#) PDS summarize school-university partnership activities across the district. An

I. Foundational Indicators, B. Institutional Commitment (continued)

analysis of the Rockford area's economic potential in the global marketplace assisted executives of four higher education institutions ([HEARRR](#)) in formulating areas of activity for the next several years.

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

d. If yes, indicate the focus of those mechanisms.

Impact on students: Describe one key finding

Due to the tradition of decentralization of engagement activities at NIU, divisions, colleges, centers, institutes, and programs manage their own assessments. The [College of Education's School-University Partnership Office](#) offers an example by its measure of the impact of experience at [Wright Elementary School](#) on NIU interns at this professional development school site. Opened in 2004, Wright contains a designated classroom where NIU students take their first block of teacher preparation courses during half of each day and spend half in classrooms doing their first clinical observations, assisting with the lunchroom and after school activities, and immersing themselves in the life of [Wright School](#). Comparing theory taught in NIU courses with practice in Wright classrooms, students develop e-portfolios containing coursework, observations, reflections, and comments from supervisors and cooperating teachers. Follow-up tracking and focus groups during their first two years of teaching show that students who intern at Wright believe that the experience strengthens their classroom management and professional teaching skills and contributes to success in their first years of teaching. Other NIU students report that engagement can result in an internship or job. They are often hired by organizations where they work on experiential learning projects.

Impact on faculty: Describe one key finding

NIU tracks faculty service activities for reports to the governing board and state legislature. The impact of engagement is assessed by individual programs and projects. Since the [strategic planning](#) imperative on strengthening regional and global impact is now part of the plans for all colleges, more comprehensive information is anticipated in future years. Current data demonstrate that engagement activities result in faculty members making changes in the way they teach their courses. Faculty coaches for the [Experiential Learning Center](#) who guide teams on projects for external clients provide an example. A recent project for McDonald's Corporation involved twelve students from three colleges with diverse majors – business (5), media studies (5), graphic arts, and corporate communications – who created a business plan designed to solve a corporate problem. The faculty coaches report that they incorporate more interdisciplinary approaches and real-world problems into their courses, collaborate on coursework with colleagues (often fellow coaches) in other departments and colleges, and add field experiences in the region and in other countries to the usual campus-based activities. Similarly, faculty involved in developing the new [DeKalb High School Partnership](#) are planning to revise curriculum

I. Foundational Indicators, B. Institutional Commitment (continued)

to add Response to Intervention skills that will meet nation-wide mandates.

Impact on community: Describe one key finding

Analysis of results of engagement projects verifies that communities value and implement the products of partnership activities. The success of all-day kindergarten at [Wright School](#) in improving students' preparation for reading (98% passed readiness tests) and the enthusiasm of parents resulted in the establishment of more all-day kindergartens. Recognition of the impact of the professional development school at [Wright](#) on higher achievement by district students, NIU students, faculty in K-12 schools and NIU generated development of new professional development school sites in DeKalb and requests from school districts throughout the region. Similarly, recommendations to corporations and social service agencies by student experiential learning teams become part of standard operations. McDonald's implemented digital marketing recommendations. LPGA Solheim is using a grass roots marketing campaign designed by students, and Deveco adopted a brand design. With a clear definition of its target market, the [We Care Pregnancy Center](#) has created marketing materials based on students' templates. Local governments also expand use of tools created in NIU partnerships. A confidential database created with 16 [Rockford social service agencies](#) to help coordinate services for homeless clients was adapted for managing school truancies and for tracking trainees in Workforce Investment Board programs.

Impact on institution: Describe one key finding

Coordination of fragmented activities both increases impact on the community and maximizes university efforts. The [P-20 Task Force](#) provides an example. Co-chaired by the Vice President for [Administration and University Outreach](#) and the Vice Provost, the Task Force includes deans of five colleges that prepare teachers and/or offer professional development. These top leaders have recognized the emergence of synergistic and multi-disciplinary activity as a result of engagement. Interactions of faculty on community projects that stretch beyond traditional disciplinary lines have sparked new professional relationships, collaborative research and grant proposals. A [P-20 Task Force](#) priority, improving education in science, technology, engineering, and mathematics (STEM), provides examples. Three new master's degree programs in mathematics, biology, and engineering education involve collaboration by content experts from [Liberal Arts and Sciences](#) and [Engineering](#), pedagogy specialists from [Education](#), plus educators from six partnership schools. In July 2008, NIU established a [STEM Outreach](#) Office jointly funded in an unprecedented arrangement by [NIU Outreach](#), the [Provost's Office](#), and four colleges. [STEM Outreach](#) activities will involve NIU faculty and students working together across colleges and departments on STEM education activities for P-12 students, teachers, and families in local communities.

e. Does the institution use the data from the assessment mechanisms? YES

Describe

I. Foundational Indicators, B. Institutional Commitment (continued)

In an era of declining state funding and yearly belt-tightening, each division, college, and program takes seriously the assessment of its activities. Information on engagement is pulled together for reporting to internal audiences such as the Board of Trustees, the President's Cabinet, the Outreach Advisory Committee; and external audiences such as accrediting bodies, state agencies, and news media.

In traditional ways, NIU uses formative and summative assessment tools such as course evaluations, program reviews, and surveys to improve off-campus courses, technology, and service learning activities. "Contemporary experience," NCATE's term for faculty learning in real-world environments, enables faculty to revitalize their courses, as illustrated by the classroom changes experiential learning team coaches reported. Tracking of student enrollment and persistence in courses and programs informs strategic planning as well as changes in instruction and pedagogy. New courses, certificates, and degree programs grow out of community surveys and focus groups organized by [NIU Outreach](#) in cooperation with college offices of external programming.

The system works for both credit and non-credit programming. For instance, focus groups for older alumni resulted in re-thinking non-credit programming for baby boomers. Instead of a venture focused on life-long learning seminars, travel, and retirement, the new enterprise will offer services for "re-careering," helping seniors find careers that engage their skills, wisdom, and passions. Similarly, everything from regional economic and workforce development projects to dozens of summer camps for kids is evaluated. Project-oriented feedback loops are used to assess impact and inform changes.

Web-based assessment tools, i.e. web analytics, are used by the [Web Presence project](#) to track hits and time on pages to determine interest in and functionality of www.niu.edu by [NIU Outreach](#) to assess impact of marketing. Student e-Portfolios are used for grades, program evaluation, job placements, and accreditation reviews.

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

Describe and quote

In its comprehensive process, NIU's [Strategic Planning](#) Task Force identified four imperatives, including "strengthen and extend NIU's regional and global impact." This imperative now plays a role in all university and college plans.

"As its name implies, Northern Illinois University is intimately connected to the region it serves and the communities from which it draws most of its students. But just as NIU has grown and changed through the decades, so has its region evolved into one that is both multi-cultural and multi-national. As a consequence, NIU has simultaneously become a global, national, and regional university with a reputation for excellence in strategic centers of research, artistry, and scholarship. It offers high-

I. Foundational Indicators, B. Institutional Commitment (continued)

quality, experience-based education at both the graduate and undergraduate levels. NIU thrives in relation to the vitality of its extraordinarily complex region. The university is committed to direct, two-way interaction with area communities and other external constituencies – regional, national and global – through the creation, exchange, and application of knowledge, information, and expertise for mutual benefit. NIU maintains a continuous presence throughout the region, connecting stakeholders with NIU resources in research, artistry, and scholarship, and adding value to the region’s growth and development.”

- 5. Does the institution provide professional development support for faculty and/or staff who engage with community? YES**

Describe

Occasionally, professional development opportunities are available to faculty and staff working on campus-wide engagement projects. More often, professional development for those who engage with the community occurs at the division or college level. Typical of campus-wide support, the [P-20 Task Force](#) launched its newest university-school partnership with a three-day workshop for faculty and staff of both NIU (from four colleges and [NIU Outreach](#)) and [DeKalb High School](#). Nearly 40 professionals participated in learning about the professional development school model for partnerships, Response to Intervention (the focus of the high school partnership), and, especially, about the contexts and cultures at both institutions. Another 40-60 planners will be trained in the next few months. Participants will join other NIU faculty in the National Association of Professional Development Schools and other relevant professional organizations.

At the division and departmental levels, professional development is more specialized. In [Administration and University Outreach](#), the Vice President and directors of [Public Affairs](#), [Information Technology Services](#), Education and Training, Client and Partner Relations, and [eLearning Services](#) hold leadership roles, make presentations, and participate regularly in professional organizations such as NASULGC, AACSB, and UCEA. Professional development in innovative technologies such as Sloan-C workshops draws participants from multiple colleges and divisions. A conference on uses of Second Life in the classroom will include a presentation by NIU’s [College of Education](#) and [NIU Outreach](#) related to their engagement in the virtual world of Glidden Campus with students and colleagues across the nation and around the globe. The [Faculty Development and Instructional Design Center](#) delivers extensive training and support for faculty who teach in the digital environment. In the [College of Education](#), faculty delivering bilingual certification classes receive specialized training for working in the region's diverse communities.

- 6. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement? YES**

Describe

I. Foundational Indicators, B. Institutional Commitment (continued)

As a regional institution, NIU values responsiveness to the needs, interests, and future vitality of its many communities. Given the size of this region and its extraordinary diversity, the university must work overtime to ensure that community members participate in planning for community engagement. Paths for collaborative planning exist at the executive, division, college, department, and project levels. President John Peters and his Cabinet work closely with regional leaders. The [Office of Community Relations](#) manages relationships for the university, especially with businesses and local governments.

Ongoing relationships and careful attention to communications assist [NIU Outreach](#) in developing solutions to problems the university shares with local communities. For instance, [NIUNet](#), a high-speed broadband network, was designed and built by NIU with dozens of local agencies. It now connects the university with its regional centers while bringing extraordinary efficiencies to local governments, public safety, and educational institutions.

NIU's [Rural Health Resource Services](#) in the [Regional Development Institute](#), the Illinois Hospital Association, and regional healthcare providers are collaborating to ascertain needs and plan for [Rural HealthNet](#), a high speed broadband connection to nearly 100 rural hospitals.

Almost 60 advisory committees work with seven colleges to bring in-depth knowledge about current issues and future needs of their industries, organizations, and communities. These advisory committee members help to plan engagement activities in their specific areas of interest.

Colleges that deliver contract degrees customize programs to meet unique needs of school and county districts as articulated by local officials. Advisory boards formed of local superintendents supply input on curricular content aligned with local school improvement plans and other concerns.

New projects are being aligned with NIU's strategic imperative to strengthen regional and global impact and therefore include close consultation with regional leaders.

C. Supplemental Documentation

- 1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement? YES**

Although search/recruitment policies do not explicitly mention community engagement, they include NIU's "central mission: the service of society through promotion of learning." The Academic Personnel Process policy requires colleges and departments to "define public service activities appropriate for their particular scholarly competencies." In practice, individual colleges and departments emphasize

I. Foundational Indicators, C. Supplemental Documentation (continued)

community engagement in their hiring practices. Following are three examples:

1) The [College of Education's](#) strategic plan requires all faculty to be engaged in the field through schools, agencies, and other community organizations. Current hiring practices mandated by the dean indicate that all position announcements should state this expectation. Recruiting materials must further indicate that faculty are expected to embrace the principles of community engagement throughout their course work and programs.

2) When the [College of Business](#) recruits new faculty, position descriptions and advertisements ask for experience with community engagement. This college weighs business experience heavily overall, but particularly in Marketing and Accountancy. It is also made clear to recruits that they are expected to engage with the business community as faculty members at NIU. This essential expectation is clear in recruiting materials and emphasized in interviews with candidates. The dean meets with all candidates and always asks them about their willingness and interest in engaging with the business community through the College's boards, research, guest speakers, internships, and student projects.

3) The Division of [Administration and University Outreach](#) recruits with the expectation of professional and personal engagement in communities across the region.

NIU employs 530 tenured faculty and 376 non-tenured faculty. A total of 183 taught non-traditional students in off-campus settings such as the regional centers. Many tenured faculty teach off-campus, while practicing professionals are often recruited to bring current experience to on-campus programs.

2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement? YES

In NIU's Constitution, Section V, the General Criteria for Arriving at Personnel Decisions describe the importance of community engagement, which is classified as public service: "Professional-oriented public service activities are an important part of the university's obligations, particularly as they relate to its central mission: the service of society through the promotion of learning. Such activities enable scholars to test new insights. They expand the experiences, knowledge, and professional competence of faculty. Public service thus has a potential parallel to research in its capacity to enrich teaching or librarianship and as such should be given adequate recognition in the evaluation of faculty."

In some departments, applied research and community engagement receive greater emphasis in personnel decisions. The [Accountancy Department](#) in the [College of Business](#) requires at least 10% of an appointment to be dedicated to outside services; however, most faculty in the department commit 15-20% of their time to service in communities.

I. Categories of Engagement, C. Supplemental Documentation (continued)

Like many public universities, NIU has recognized a need to provide more incentives for faculty to participate in the scholarship of community engagement.

**b. If yes, how does the institution classify community-engaged scholarship?
(Service, Scholarship of Application, other)**

The university classifies community-engaged scholarship under the heading of "public service." Typically, departments include artistry and applied research in this classification.

If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement? YES

The [NIU strategic plan](#) requires that all colleges, departments, centers, and programs align their own specific plans and proposals with the Key Values and Planning Imperatives in the strategic plan. One of the four Planning Imperatives relates to regional and global engagement, and all units are expected to generate policies and practices that address their contributions to engagement initiatives. During this year's planning activities, participants realized that some of NIU's policies and practices present impediments to the Planning Imperatives. Among the impediments, the paucity of rewards for regional and global engagement included low expectations for community engagement in promotion and tenure policies. As the planning process continues, all levels of the institution are expected to address this issue.

3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)? YES

Thanks to widespread efforts by students, NIU has qualified for the U.S. President's Higher Education Community Service Honor Roll. Students in Greek societies, athletics, religious organizations, college-based groups, and independent associations organize their own engagement projects. Student leadership is typified in these few examples.

[NIU Cares Day](#). More than 1500 students and faculty worked at 25 sites in the DeKalb-Sycamore area this year. Students on the planning committee created and distributed publicity materials, recruited volunteers, and located project sites; designed maps, determined bus routes and coordinated buses; worked as project site leaders facilitating volunteers; debriefed; and considered improvements.

[Leadership Academy](#). Housed in [Student Affairs' Student Involvement and Leadership Development Office](#), the Academy teaches leadership skills and shifts leadership from the Academy staff to students as they progress through the program. Students who complete the program assume leadership of student organizations.

[Athletics](#). The Student Activities Advisory Committee deploys nearly 500 athletes to schools, nursing homes, and other public service activities.

I. Foundational Indicators, C. Supplemental Documentation (continued)

Senior Design Projects. [Engineering](#) seniors, with faculty coaches, provide leadership for all phases from conception to presentation for projects proposed by industry partners. In 2007, a basic utility vehicle designed for Third World Countries won top honors in national competition.

[Hope Haven.](#) At this homeless shelter, NIU students cook meals, organize activities, and arrange transportation to events such as basketball games and concerts.

[Oakcrest Center.](#) Residents of senior housing benefit from programming by students who conduct research on program needs and interests; and deliver education, health and fitness classes, and cultural activities.

Performances, Exhibits, Arts Activities. Students in studio classes in visual and performing arts are expected to submit their work for public review in performances and exhibits, making arrangements themselves for this cultural outreach.

4. Is community engagement noted on student transcripts? NO

At this time NIU indicates community engagement on student transcripts only as credit courses that include engagement activities, such as internships for credit and [Experiential Learning Center](#) courses. These are listed with other coursework by their academic titles; i.e. “Business Consulting Project” UBUS 485/585. Students in some colleges may elect to have non-credit experiences listed. The [Student Affairs Office](#) is currently exploring a co-curricular transcript that would include community engagement.

5. Is there a faculty governance committee with responsibilities for community engagement? YES

The University Outreach Advisory Committee serves as an advisory body to the Vice President for [Administration and University Outreach](#), the Council of Deans, and the Executive Vice President and Provost on policy matters regarding the university's outreach mission and activities; provides academic liaison between the Division of [Administration and University Outreach](#) and the instructional colleges; facilitates appropriate interdisciplinary educational outreach activities; and assists the division in evaluating its ongoing activities and planning new initiatives. The committee (which has existed under different titles for at least thirty years) consists of the Vice President for [Administration and University Outreach](#) as chair, one faculty member from each of the degree-granting colleges, a representative of the Executive Vice President and Provost, a representative of the [University Libraries](#), and a representative from the [Graduate School](#).

II. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution. NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. **Does the institution have a definition and a process for identifying Service Learning courses? YES**

Describe requirements.

The term currently used at NIU is "experience-based learning activities," which includes cooperative learning, internships, clinicals, field experiences, practica, clerkships, student teaching, experiential learning, etc. For annual reports to the Illinois Board of Higher Education, NIU collects the number of students participating in experience-based activities. In FY06, [Career Services](#) reported 600 students in cooperative learning, and the colleges reported nearly 9,000 experience-based activities. In 2007-08, that number rose to 10,000.

Community-based learning occurs in every college, but has not been consistently defined or cataloged. As part of a Foundations of Excellence assessment of first year experiences, which evolved from the [strategic planning](#) process, NIU will inventory all "engaged learning" activities in 2008-09 using the AAC&U definition and including community-based activities.

Note that answers to b-d below were supplied by the [College of Health and Human Sciences](#) as a sample of NIU curricular engagement activity. These responses do not represent experience-based activities across the university, since NIU does not collect the data requested.

- b. **How many formal for-credit Service Learning courses were offered in the most recent academic year? 47**

What percentage of total courses? 10-15%

- c. **How many departments are represented by those courses? 8**

What percentage of total departments? 100%

- d. **How many faculty taught Service Learning courses in the most recent academic year? 45**

What percentage of faculty? 39%

- e. **How many students participated in Service Learning courses in the most recent academic year?**

What percentage of students? n/a

II. Categories of Community Engagement, A. Curricular Engagement (continued)

2. a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community? NO

Provide specific learning outcome examples

Requirements for the completion of a baccalaureate degree, which drive departmental learning outcomes, are stated in the catalogue: "Successful completion of the baccalaureate degree should mean that the student will have developed (a) effective habits in logical thinking, (b) communication skills, (c) quantitative skills, (d) an understanding of and ability to use modern technology, (e) sophisticated practices in using resources, (f) mature interpersonal behavior in various settings, and (g) those unique skills necessary for one's chosen area of in-depth study." More specific learning outcomes are established at the departmental and program levels.

As a result of the strategic planning process, first-year, general education, and baccalaureate education goals are undergoing review and revision. AAC&U's Liberal Education and the American Promise (LEAP) goals will be used as the foundation for analysis of baccalaureate goals, which will in turn be used to align general education and program goals. Thanks to the [Strategic Planning](#) Imperative on strengthening NIU's regional and global impact, regional and international engagement activities will find an increased focus in coursework, which will be reflected in learning outcomes. New university-level learning outcomes tied to new goals appears likely.

- b. Are there departmental or disciplinary learning outcomes for students' curricular engagement with community? YES

Provide specific learning outcome examples

Clinical Experience in [Special Education](#) links abstract learning with the realities of school classrooms. 1) Plan and conduct instruction that applies knowledge and skills learned in professional education courses in diverse special and/or regular education settings where students with disabilities access the general curriculum and receive special education services. 2) Relate classroom observations to professional education course concepts. 3) Complete clinical assignments for a standards-based portfolio. 4) Demonstrate professional behaviors and dispositions. 5) Use reflection for self-evaluation of content base, teaching skills, and professionalism.

[Experiential Learning Center](#) projects have content, operational, and professional outcomes. Operational outcomes: 1) Distinguish between what is known, what is assumed to be known, and what is not known about a business issue. 2) Develop a plan to access information needed to validate or invalidate assumptions and uncover unknowns about an issue. 3) Ask probing questions to validate or invalidate assumptions and uncover unknowns about an issue. 4) Perform research to learn about a business issue. 5) Structure a business issue into a manageable project. 6) Implement a project management methodology. 7) Communicate project results in a final written report and oral presentation. 8) Work on a team in a cross-functional business environment.

II. Categories of Community Engagement, A. Curricular Engagement (continued)

c. Are those outcomes systematically assessed? YES

Describe

NIU requires that all degree programs implement an assessment plan. Annual Assessment Updates are submitted to the [Office of Assessment Services](#), which reviews the updates based on established criteria and provides feedback to departments. In 2007, 100% of departments participated in the Annual Assessment Update process. As a part of the university's program review process, assessment plans are reviewed by the University Assessment Panel.

Faculty assess progress toward achieving learning outcomes using a variety of techniques. In the [College of Business, Experiential Learning](#) teams report business solutions to clients and receive client and faculty feedback. [Engineering](#) seniors present Design Projects to corporate clients. In [Health and Human Sciences](#), student learning outcomes form the basis for the relationship between the preceptor and the student. The preceptor's assessment of student progress forms the basis for student advancement through the internship and is reflected in the student's grade for the experience.

Accreditation requirements also drive assessment of student learning outcomes. NCATE standards are used for assessing student internship and field experiences in teacher education programs. Similarly, the [Electrical Engineering](#) program assesses and reports on performance standards that include "exhibit social and professional responsibility in a global context."

d. If yes, how is the assessment data used?

Describe

For individual students, assessment data are used to determine next steps in community-based learning experiences, the development of competencies, and ultimately to assign grades in courses. These data are also used as part of the ongoing evaluation of the community site and its ability to offer experiences that assist students in the attainment of the learning outcomes.

Within departments, assessment data provide a basis for the revision of curricular, course, and program content, teaching/learning activities, and, when appropriate, for revision of learning outcomes. Programs with limited admission status sometimes use findings from assessment data in developing admissions selection criteria.

Assessment results become part of the program reviews that NIU conducts on an eight-year rotation schedule. (See 2c. above.) Ultimately, programs use findings from assessment data to improve student performance.

In addition to the university's accreditation by the Higher Learning Commission, NIU offers 69 degree programs accredited by 18 different U.S. Department of Education

II. Categories of Community Engagement, A. Curricular Engagement (continued)

accrediting agencies. Accreditation standards increasingly focus on students' attainment of learning outcomes and how assessment data are used to improve students' performance.

3. a. **Is community engagement integrated into the following curricular activities?**
- ✓ **Student Research**
 - ✓ **Student Leadership**
 - ✓ **Internships/Co-ops**
 - ✓ **Study Abroad**

Describe with examples

STUDENT RESEARCH

The [Undergraduate Research Apprenticeship Program](#) offers scholarships and apprenticeships with senior faculty. Recent topics included "Latino Labor Migration to New Orleans after Hurricane Katrina." A health sciences team used applied research, behavioral theory and practice in working with Women, Infants and Children agency staff to assess needs, develop materials that incorporated positive and relevant messages about healthy eating and risks associated with being overweight, and evaluate responses.

STUDENT LEADERSHIP

[Nutrition, Dietetics, and Hospitality Administration](#) students manage a public restaurant, [Ellington's](#), that serves lunches three days a week. Imaginative cuisine attracts large crowds to this student-run operation. A new [Leaders and Scholars](#) program in the [Provost's Office](#) individualizes leadership development for selected freshmen; it will include community-oriented research and activities.

INTERNSHIPS/CO-OPS

NIU ranks highest among public universities in Illinois in the number of internships and cooperative education placements, about 600 per year. Recently, an NIU co-op student at the U.S. Citizenship and Immigration Services in Washington was honored for setting a high-quality benchmark in communications with immigrants trying to understand U.S. laws and regulations. A [nursing](#) major worked in a therapeutic environment with an autistic child and his family. Majors in [physical therapy](#), [family social services](#), and child development all require internships, as do most degrees in education. Former interns in the [Public Administration](#) program now constitute one-third of all city managers in Illinois.

STUDY ABROAD

More than 300 students study abroad each year. In 2007-8, [USOAR](#) scholars observed the impact of art education on low-income students in Mumbai, India; compared approaches to physical education in Australia; and learned photography and photojournalism skills in Belgium. MBA students may opt for a nine-day trip abroad to learn about global business issues. Other students travel to Antarctica to participate

II. Categories of Community Engagement, A. Curricular Engagement (continued)


in the international [ANDRILL](#) project study of global climate change.


b. Has community engagement been integrated with curriculum on an institution-wide level? YES


If yes, indicate where the integration exists.


- ✓ **Core Courses**
- ✓ **Graduate Studies**
- ✓ **First Year Sequence**
- ✓ **Capstone (Senior-level project)**
- ✓ **In the Majors**
- ✓ **General Education**


Describe with examples

 **CORE COURSES** in pre-professional programs in health sciences, education, engineering, and business include clinical experiences that engage students directly with community needs.


 The **FIRST YEAR SEQUENCE** includes University 101. Designed to help students succeed as freshman, the course connects students with the immediate community. One assignment requires that students participate in a meeting with a group or organization "outside their comfort zone" as a means of experiencing the diversity of the community. Starting in 2008, freshman students will join local citizens in "The Big Read," an extensive, community-wide reading program.

 **Pre-professional MAJORS** require extensive community-based learning. In [Health and Human Sciences](#), for instance, students deliver counseling, [speech and language pathology](#) services, and [physical therapy](#) directly to clients at university clinics, hospitals, senior centers, low-income housing, and county health departments. Over 600 senior teacher candidates student teach each year. Departments maintain close connections to professionals with whom upperclassmen gain real-world experience.

 **GRADUATE STUDIES** frequently include internships and community-based research. Doctoral students in mathematics must complete an internship in industry, government, or other settings, while clinical psychologists participate in "vertical teams" in an NIU mental health center.

 **CAPSTONE PROJECTS** required in the [Colleges of Business](#) and [Engineering](#) are funded by external corporations, governments, or social service agencies. These team-based, faculty directed projects solve real-world problems.

II. Categories of Community Engagement, A. Curricular Engagement (continued)

 A review of **GENERAL EDUCATION** requirements is underway along with reviews of the first-year experience and baccalaureate expectations. Since these reviews are driven by the strategic planning process, goals and learning outcomes related to regional and global impact will be integrated in the future. The Curricular Innovation Task Force report in June 2008 emphasized honors programs, civic engagement, experiential learning, and study abroad.

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

Provide a minimum of five examples from different disciplines

Boughton, Doug. "Improving assessment of art programs in community centers." In Kristin G. Congdon and Doug Boughton (Eds), *Evaluating Art Education Programs in Community Centers: International Perspectives of Conception and Practice*. Connecticut, USA: JAI Press. Students delivering art programs at community facilities must assess the impact of their programs.

Gowen, Charles; McFadden, Kathleen; Stock, Greg. "Effects of Six Sigma and Knowledge Management on Healthcare Organizational Results and Competitive Advantage." Best Application Paper of 2008. Decision Sciences Institute, 2008. Students in Management courses work with real-world examples such as action research in health care facilities.

Kolb, M.J. and Speakman, R.J. "Elymian regional interaction in Iron Age western Sicily: a preliminary neutron activation study of incised/impressed tablewares." *Journal of Archaeological Science* 32(5): 795-804, 2005. Michael Kolb's Elymian Project has involved students in archaeological research in Sicily since 1998.

Prieto, D; Schonleber, N; Smaldino, S; Grigorenko, E; Tan, M; Elliott, J; Adams, K.; Ajughaiman, A; Bolden, D; Luetkehans, L; Sternberg, R; L'Allier, S; Xu, Mengquiao; "The need for new assessments: The practicability of the Aurora Battery; Culture-specific and culture-general aspects of Aurora; Translating Aurora internationally." American Educational Research Association. New York City, March, 2008. NIU faculty and students and [Wright Partnership School](#) faculty used the Aurora Battery to assess Wright students' growth in analytic, practical, and creative thinking, the triarchic model of instruction that provides a focus for the partnership.

Henry, BW; Saye, S; Timmons, A. "Promotion of Breakfast Consumption Patterns in Elementary School Children." *Journal of the American Dietetic Association*. 2007;107(8):S3, A-62. Food and Nutrition students delivered extensive instruction to 4th graders regarding high-quality breakfasts and then tested their knowledge, behavior, and academic performance in relation to eating patterns.

II. Categories of Community Engagement

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

1. **Indicate which outreach programs are developed for community:**

- ✓ **Learning centers**
- ✓ **Tutoring**
- ✓ **Extension programs**
- ✓ **Non-credit courses**
- ✓ **Evaluation support**
- ✓ **Training programs**
- ✓ **Professional development centers**
- ✓ **Other (verify)**

Describe with examples

NIU operates **learning centers** for courses and conferences in DeKalb; [Hoffman Estates](#), [Naperville](#), and [Rockford](#); and the [Lorado Taft Outdoor Education Center](#) in Oregon, IL.

Bilingual students **tutor** Hispanic students in DeKalb, Aurora, and Chicago. Others tutor at [DeKalb High School](#) and Jefferson High School in Rockford. The student-run Volunteer Income Tax Assistance program tutors area residents through their tax returns.

Approximately 41,000 credit hours annually are offered at **extension sites** in 8 undergraduate and 21 graduate degree programs at 45 locations. In FY08, NIU counted 14,000 enrollments in 885 credit courses.

In FY08, 46,858 people registered for 930 **non-credit** programs through [NIU Outreach](#). Further, colleges deliver hundreds more non-credit programs for thousands of teachers. [LA&S](#) provides year-round programming to seniors in partnership with the [Lifelong Learning Institute](#).

NIU **evaluates** federal and state programs for the Illinois State Board of Education, local school districts, and for local governments, including grant-funded projects, assessment of land use options, and population growth potential.

Among more than 100 **training** programs in the U.S. and abroad, a standout is [MY VOICE](#), which helps youth with developmental disabilities create multimedia presentations as part of their individualized education plans. NIU conducts over 30

II. Categories of Community Engagement, B. Outreach and Partnerships

[credentialing](#) programs in human resources, accounting, and auditing.

Seven colleges provide ongoing **professional development** through the NIU regional centers. [The College of Education's University-School Partnership Office](#) sustains partnerships with 11 districts and creates professional development schools. Illinois Association of School Business Officials meets professional needs of business managers.

Other. Thousands of youngsters attend competitions year-round and summer camps in athletics, arts, engineering, health careers, science, and other subjects.

The [Regional Development Institute](#) (RDI) in [NIU Outreach](#) offers services related to broadband development; community, economic and workforce development; education services; government studies ([CGS](#)); health care policy and planning; and manufacturing assistance and new business planning. [CGS](#) provides customized applied research, management consulting, strategic planning, and public policy analysis services to the region's leaders. [CGS](#) has managed the business affairs of the Illinois City/County Management Association for 35 years and has expanded to provide management for three more associations. [NIU Outreach](#)'s Education and Training unit has developed services to more than 200 other professional association groups, including meeting planning, conference services, education and training, and research. Closing the loop, [NIU Outreach](#) plans to connect these association groups directly to relevant consulting faculty, programs, and resources in the colleges, as well as identify internships and career exploration opportunities with the associations.

2. Which institutional resources are provided as outreach to the community?

- ✓ **Co-curricular student service**
- ✓ **Work/study student placements**
- ✓ **Cultural offerings**
- ✓ **Athletic offerings**
- ✓ **Library services**
- ✓ **Technology**
- ✓ **Faculty consultation**

Describe with examples

Co-curricular. A [Volunteer Services](#) page at www.niu.edu helps students to find opportunities and community agencies to find volunteers. Students provide services at [Zeke Giorgi Law Center](#); [Tri-County Community Health Center](#); NIU clinics for [Literacy](#), [Speech/Language/Hearing](#), [Child Development](#), family mental health services, and [Physical Therapy](#). Students in a sociology field school work with Habitat for Humanity.

Work/study. Nearly 600 students each year work in businesses such as Emerson Electric, Motorola, and CNN; government agencies such as the U.S. Department of State and NASA; industries worldwide; and social service agencies.

Cultural Offerings. [NIU Art Museum](#) exhibitions and more than 100 concerts, dance, and theater performances annually are heavily attended by community members. The [Community School of the Arts](#) offers art, music, and theatre classes for 500 children and adults, plus private music lessons taught by 70 NIU faculty, students, and community artists. For [Kishwaukee Symphony](#) Orchestra concerts, NIU supplies a concert hall, equipment, and staff expertise.

All NIU [Athletics](#) events are open to the public and are attended by community members, who outnumber students at basketball and soccer contests.

NIU [Libraries](#) provide formal instruction, support, and information literacy training to 600-700 students from 20 high schools. Community patrons obtain courtesy cards and use all library services. Reference services are available 24/7.

Technology. [NIUNet](#), a 175-mile fiber optic loop built with municipal partners across the region, advances state-of-the art health care technology, benefits area schools, and helps keep high-tech jobs in the region. NIU shares a telephone switch and VOIP with [District 428](#), saving taxpayers up to \$70,000 annually.

Faculty and Staff Consultation. An [Experts Guide](#) at www.niu.edu lists hundreds of NIU experts available for programs and consultations. A "contract archaeology" program checks assists local governments in determining whether construction sites are archaeologically significant. Extensive consulting services are offered by individual faculty and staff members.

Faculty and Staff Public Service. Widespread NIU participation as elected officials and on civic, community, non-profit, and other types of boards and commissions throughout the region helps to ensure that the physical, economic, cultural, and human assets of the university are leveraged to improve the quality of life for residents in the region. NIU personnel serve as mayors, state legislators, school board members, and in other official and unofficial capacities as part of the region's human infrastructure.

II. Categories of Community Engagement, B. Outreach and Partnerships

3. Representative Partnerships

Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships).

[Interactive Illinois Report Card](#)

Community Partners: Illinois State Board of Education; Bloomington, DeKalb, Glen Ellyn, Glenbard, and dozens of other school districts; Illinois Principals Association and other professional organizations

Institutional Partners: [Interactive Illinois Report Card](#), [NIU Outreach](#), [College of Liberal Arts and Sciences](#), [College of Education](#)

Purpose: Provide a dynamic, interactive source of comprehensive reports on school performance and tools to manipulate and understand the data.

Length of Partnership: Six years

Number of faculty: 20 faculty and staff

Number of students: 15 graduate assistants and undergraduate workers each year.

Grant funding: \$2,892,586 over FY06-FY09

Institutional Impact: Teacher preparation is being updated to help pre-service teachers learn to use data to improve instruction. IIRC is also providing a rich resource for student and faculty research.

Community Impact: Illinois educators, parents, and community members have gained easy-to-use data resources and tools for helping students to meet standards and web-based templates for submitting state-required school-improvement documents. A reliable, user-friendly tool for comparing schools, the IIRC averaged 10,000 hits per week in 2008 from users interested in performance of 4000 schools in 870 districts.

II. Categories of Community Engagement, B. Outreach and Partnership Representative Partnerships

Project REAL

Community Partners: [Rockford District 205](#) and learning communities at Jefferson High School; RESA Middle School; Nelson and Rolling Green Elementary Schools; [Rock Valley College](#)

Institutional Partners: Colleges of [Education](#), [Engineering and Engineering Technology](#), [Health and Human Sciences](#), [Liberal Arts and Sciences](#), [Visual and Performing Arts](#); [NIU Outreach](#)

Purpose: Raise student achievement, recruit and prepare future teachers, increase number of effective school leaders, provide professional development to enhance teacher expertise

Length of Partnership: Five years, 2003-2008, with extension through 2009

Number of faculty: Years 2-4: NIU 150; RVC 90; Schools 1690

Number of students: Years 2-4: NIU 370; RVC 545; Schools 3550

Grant Funding: \$5,000,000 over five years through 9/30/08

Institutional Impact: Development of solid evidence to show enhancement of teacher quality and student performance resulting from NIU interventions. Increased opportunities for teacher candidate experiences in diverse classrooms in a high-risk district. Close collaboration over five years by five colleges and Outreach has generated multi-college activities, projects, and grant proposals beyond [Project REAL](#).

Community Impact: Dramatic improvements in performance at two elementary schools and one middle school, especially in mathematics; high school graduation and enrollment in college by at-risk students; three cohorts of new administrators trained; ancillary projects adopted by [Mayor's Office](#) and public service groups.

II. Categories of Community Engagement, B. Outreach and Partnership Representative Partnerships

District 428-NIU Partnership

Community Partners: [DeKalb District 428](#), one high school, two middle schools, and nine elementary schools; DeKalb Classroom Teachers Association

Institutional Partners: [NIU Outreach](#), Vice-Provost's Office, [P-20 Task Force](#); Colleges of [Education](#), [Engineering and Engineering Technology](#), [Health and Human Sciences](#), [Liberal Arts and Sciences](#), [Visual and Performing Arts](#); [Interactive Illinois Report Card](#); [Public Affairs](#); [University-School Partnership Office](#)

Purpose: Raise DeKalb students' readiness for the workplace and higher education, improve quality of teaching, and enhance opportunities for clinicals and student teaching for NIU teacher candidates through establishment of professional development schools; coordinate purchasing and technology implementation.

Length of Partnership: Five years

Number of faculty: NIU - 60 District 428 - 170/352

Number of students: NIU - about 75 @year District 428 - 2800/5857

Grant funding: \$111,000 over three years

Institution Impact: Increasing understanding of efficacy of professional development schools in producing superior new teachers and integration of new field requirements such as skills to implement Response to Intervention into teacher preparation programs.

Community Impact: Quality of schools and efficiency of operations improved as more than 90% of [Wright](#) students meet or achieve standards on state tests compared to 73% average among incoming students when the school opened; all-day kindergarten expanded from [Wright](#) to schools across the district; and taxpayers save nearly \$70,000 per year thanks to district collaboration on telecommunications with NIU.

II. Categories of Community Engagement, B. Outreach and Partnership Representative Partnerships

NIUNet

Community Partners: Illinois Municipal Broadband Communications Association; Northern Illinois Technology Triangle; [Illinois Rural Healthnet](#); cities of Naperville, Batavia, Rockford, Rochelle, Hoffman Estates, DeKalb, Elgin, Schaumburg; Boone, Ogle, Winnebago, Kane, DeKalb counties; School Districts 424, 425, 426, 427, 428, 429, 300; [Kishwaukee College](#); DuPage National Technology Park; Tri-Rivers Health System; DeKalb Fiber Optic; [Kishwaukee Community Hospital](#)

Institutional Partners: [Information Technology Services](#), [NIU Outreach](#), [Regional Development Institute](#), [Broadband Development Group](#), [Public Affairs](#); [College of Visual and Performing Arts](#), [School of Music](#)

Purpose: Construct a fiber optic network used for research advancement, academic initiatives, and advancement of technology throughout the Northern Illinois region. Connect universities, community colleges, K-12 schools, local government, and hospitals. Create unique opportunities for development of high speed network applications over state-of-art networking infrastructures using community partners as the key to integration and implementation.

Length of Partnership: Four years

Number of faculty: 25 staff and faculty; all NIU staff and faculty are users

Number of students: 3 students directly involved; all NIU students are users

Grant funding: Local partners have supplied funding to connect their sites.

Institutional Impact: Addressed the university's academic mission by constructing high-speed access to Internet 2 and other services for enhancement of instruction and research.

Community Impact: Improved conditions and capacity for economic development, disaster recovery, homeland security and information exchange; local government increasing efficiency and improving support for education, research, medicine, and business interests through access to high speed broadband connectivity. Lowered costs for access to the state ICN Network and allowed partners to take advantage of higher speeds and more services.

II. Categories of Community Engagement, B. Outreach and Partnership Representative Partnerships

Rural HealthNet

Community Partners: Illinois Critical Access Hospital Network, Tri-Rivers Health Partners, Metropolitan Research and Education Network, Illinois State University, Mennonite College of Nursing, Janet Wattles Center, [Ben Gordon Center](#), Sinnissippi Center, Delnor Hospital, University of Illinois College of Medicine, Carle Foundation Hospital, SIU School of Medicine, 88 hospitals and healthcare facilities

Institutional Partners: [NIU Outreach](#), [Regional Development Institute](#), [Rural Health Resource Services](#), [Broadband Development Group](#), [Information Technology Services](#), [College of Health and Human Sciences](#), [College of Engineering and Engineering Technology](#)

Purpose: Develop a statewide telemedicine program that connects 88 rural communities by 2010, generates educational programs to help communities take full advantage of the high-speed network, and expand uses to include research collaboration, continuing medical education, public health data-gathering, and disaster recovery efforts.

Length of Partnership: One year

Number of faculty: 10-12 faculty and staff

Number of students: No students are participating during the construction phase.

Grant funding: \$21 million from the FCC

Institutional Impact: Utilizes university capacity to build and develop professional uses of high-speed fiber optic networks; focuses NIU's [Health and Human Services](#) programs on telemedicine and future uses of cutting-edge, technology-based healthcare practices; and strengthens connections between NIU and rural healthcare facilities.

Community Impact: Brings telemedicine to under-served rural communities and under-staffed health facilities, including connections with specialists at remote locations; nearly instantaneous transfer of images such as MRI and CT scans; real-time consults for trauma patients; real-time psychiatric services in areas with no psychiatric specialists; home monitoring of at-risk patients; and better access to patient information via electronic records.

II. Categories of Community Engagement, B. Outreach and Partnership Representative Partnerships

[Community Collaboration, Inc.](#)

Community Partners: Carpenter's Place, Inc., United Way of Rock River Valley, City of Rockford, Winnebago County Government, a private foundation

Institutional Partners: [College of Health and Human Services](#), [College of Business](#), [NIU Outreach Information Technology Services](#), [Center for Governmental Studies](#), [eLearning Services](#)

Purpose: Create new, non-profit social enterprise that develops and distributes software packages that allow multiple human service agencies to participate in innovative community case management initiatives. Active projects now in three states.

Length of Partnership: Four years

Number of faculty: 15+ faculty and staff

Number of students: One MBA class of nine students worked on draft business plan.

Grant funding: \$900K in start-up grants, \$1 million+ in revenues

Institutional Impact: Demonstrates university's ability to engage community partners in social entrepreneurship. Leverages university's strengths in software, public administration, and human service innovation to create new research and education opportunities.

Community Impact: Empowers innovative community leaders to improve the quality of human services, to lower costs, and to provide service to more residents despite tight public budgets. Builds model in northern Illinois that can be replicated in communities nationwide.

II. Categories of Community Engagement, B. Outreach and Partnership Representative Partnerships

[CGS Regional Land Capacity / Development Database](#)

Community Partners: Regional public utility company, Chicago Metropolitan Agency for Planning

Institutional Partner: [Center for Governmental Studies](#)

Purpose: Build a regional GIS database by digitizing community-based comprehensive plans and adding address-specific occupancy, structure, and utilization characteristics

Length of Partnership: Three years

Number of faculty: Seven faculty and staff

Number of students: Nine graduate research assistants

Grant funding: \$350,000

Institutional Impact: Access to a detailed GIS database containing information from 1970 to today on more than two million structures for research and planning.

Community Impact: Ability to identify land use and development trends throughout the region from 1970 to the present. This creates a large improvement in capacity for community and regional planning.

II. Categories of Community Engagement, B. Outreach and Partnership Representative Partnerships

[International Observatory PASCAL](#)

Community Partners: American Association for Adult and Continuing Education; four regional community colleges in northern IL (to date) - [Rock Valley](#), [Waubonsee](#), [Illinois Valley](#), and [College of DuPage](#); RMIT University (Melbourne); University of Glasgow (Scotland); 60 other agencies and higher education institutions in Europe, South America, Asia, Africa, and Australia

Institutional Partners: [Center for Governmental Studies](#), [College of Education](#), [College of Liberal Arts and Sciences](#), [NIU Outreach](#), [Community College Partnership Office](#)

Purpose: Provide applied research and policy expertise through an international network of scholars and practitioners to support regional initiatives related to place management, enhancement of social cohesion, innovation, lifelong learning, and economic development

Length of Partnership: Initial year now underway

Number of faculty: 15 faculty and staff in Year 1 with significant expansion potential in future years

Number of students: None in Year 1 but significant research, teaching and learning opportunities in future years

Grant funding: \$80,000 first two years (to date)

Institutional Impact: Help provide leadership to a global network of engaged scholars and practitioners (originally organized through OECD); opportunities for faculty, staff, and students to include global comparisons in our regional outreach projects, and to participate in international applied research and policy studies.

Community Impact: Provide global access to current research and best practices on effective regional strategies to strengthen governance, applied research and policy development, and university-based engagement activities worldwide. Build global network of innovative leaders in higher education and economic development.

II. Categories of Community Engagement, B. Outreach and Partnership Representative Partnerships

The State of Working Illinois

Community Partners: Center for Tax and Budget Accountability, Economic Policy Institute, statewide advisory group of workforce stakeholders

Institutional Partners: [Center for Governmental Studies](#) and Colleges of [Education](#) and [Liberal Arts and Sciences](#)

Purpose: Provide current data and policy analyses about labor market outcomes and occupational trends in each county, city, and metro region in Illinois. Also, provide comparisons between Illinois and other states. Publish reports, host web site, and annual conference.

Length of Partnership: Four years

Number of faculty: Seven faculty and staff

Number of students: Four graduate research assistants each year

Grant funding: \$120,000/year in ongoing funding

Institutional Impact: Develop deep research expertise and analytical capabilities regarding labor market data. Build strong ties among research team and statewide advisory board members involved in workforce training policy in Illinois.

Community Impact: Provide easy access to current data and analysis on labor market trends with county-level detail for workforce policy-makers, educators, businesses, and individual workers.

II. Categories of Community Engagement, B. Outreach and Partnership Representative Partnerships

[ROCK: Rapid Optimization of Commercial Knowledge](#)

Community Partners: Northwestern University, Argonne National Laboratory, U.S. Department of Defense, and many Rockford companies

Institutional Partners: [College of Engineering and Engineering Technology](#); [College of Business](#); [NIU Outreach](#), [Regional Development Institute](#); [External Affairs and Regional Development](#)

Purpose: Build manufacturing capacity in Rockford by attracting cutting-edge industries and bringing them to commercial viability; connecting manufacturers, inventors, and employee organizations to newly-developing technologies; stimulating the economy; and providing unique research and testing opportunities.

Length of Partnership: Five years

Number of faculty: 25 faculty and staff per year

Number of students: 50 students per year

Grant funding: \$13.2 million, 2004-9

Institution Impact: Provides NIU with an R&D center for the [College of Engineering and Engineering Technology](#) and [College of Business](#) where a partnership between academia and industry develops innovations and responds to imperatives of the global marketplace.

Community Impact: Involves numerous companies across the region in partnerships, innovative product development, and extensive contracts with federal agencies; discovers opportunities for innovations; receives incubator services for new technology companies; enjoys revitalization of manufacturing.

II. Categories of Community Engagement, B. Outreach and Partnership Representative Partnerships

The Big Read

Community Partners: DeKalb Public Library, [DeKalb School District 428](#), Altrusa of DeKalb and Sycamore, [Kishwaukee College](#) Family Literacy Project

Institutional Partners: [College of Liberal Arts and Sciences External Programs](#), [English Department](#); [CHANCE Program](#); [NIU Athletics](#)

Purpose: "Revitalize the role of literature on American popular culture and bring the transformative power of literature into the lives of citizens; encourage citizens to read for pleasure and enlightenment." - National Endowment for the Arts

Length of Partnership: Two years

Number of faculty: Approximately 100 NIU and P-12 faculty

Number of students: 5,000, including P-12 and NIU students

Grant funding: \$20,000 from NEA plus \$20,000 local matching funds in 2008

Institutional Impact: Gain opportunities to discuss *To Kill a Mockingbird* within groups or in class and participate in local community activities such as a mock trial. All 500 [CHANCE](#) students and 500 athletes will receive free copies. Some English faculty will include it in coursework, resulting in campus-wide familiarity.

Community Impact: Acquire a common basis for conversation about fundamental issues of fairness, racial politics, and personal values. All high school freshman in DeKalb County will receive a copy of the novel. Activities such as a mock trial based on the novel will engage citizens throughout the county in discussion.

II. Categories of Community Engagement, B. Outreach and Partnership Representative Partnerships

[NICADD - Northern Illinois Center for Accelerator and Detector Development](#)

Community Partners: Argonne National Laboratory, Fermi National Accelerator Laboratory, International Linear Collider, University of Maryland Electron Ring, Facility for Rare Ion Beams

Institutional Partners: [College of Liberal Arts and Sciences Department of Physics](#), Beam Physics and Astrophysics Group, [High Energy Physics](#), NICADD-[Center for Accelerator and Detector Development](#), [Proton Therapy](#) and Medical Physics, [Nanoscience Research Group](#); [NIU Outreach](#), [Regional Development Institute](#); [External Affairs and Economic Development](#)

Purpose: Foster and support the development of a new generation of accelerator and detector technologies in northern Illinois and provide high technology educational and research opportunities for students and residents; ensure that NIU remains an internationally recognized center of physics research and education.

Length of Partnership: Eight years

Number of faculty: 15 faculty and staff

Number of students: 25-30 students per year

Grant funding: \$6.2 million

Institutional Impact: Engaged NIU faculty and students in major scientific discoveries in particle physics such as the ZZ diboson in 2008. Involved Physics faculty with global colleagues in research with real-world applications. Assumed management of the [Institute of Neutron Therapy](#). Developed science outreach programs for community. Began development of the [Northern Illinois Proton Therapy and Research Center](#) (NIPTRC).

Community Impact: Expanded regional reputation for cutting-edge physics research; enhanced attractiveness to innovative technology companies. Gained access to state of the art cancer treatment and research facilities. Delivered science outreach demonstrations in 50 schools per year. Offered hands-on physics demonstrations to more than 1000 families each October at NIU.

II. Categories of Community Engagement, B. Outreach and Partnerships Representative Partnerships

[Burpee Museum of National History](#)

Community Partner: [Burpee Museum of Natural History](#) in Rockford, Illinois

Institutional Partners: [College of Liberal Arts and Sciences](#), Departments of [Anthropology](#), [Geology](#), [Geography](#)

Purpose: Advance the dinosaur research center and its educational programs

Length of partnership: Five years

Number of faculty: 5-10 faculty and staff

Number of students: Thousands of Rockford area students

Grant funding: \$1 million

Institutional Impact: Conducted field work for dinosaur fossils that unearthed a "Jurassic jackpot" of giant, long-necked dinosaurs in 2008, following other major finds in recent years. Provided outstanding opportunities for fieldwork, research, display, and educational program development.

Community Impact: Added Jane, a juvenile tyrannosaurus, to museum exhibits and programming and engaged thousands of families in learning about dinosaurs; acquired hundreds of important bones each summer; increased museum endowment, tourism and civic pride; communicated public appreciation for academic expertise provided by NIU.

II. Categories of Community Engagement, B. Outreach and Partnerships Representative Partnerships

[HEARRR - Higher Education Alliance of the Rock River Valley](#)

Community Partners: [Rockford College](#), [Rock Valley College](#), [University of Illinois College of Medicine at Rockford](#); [Mayor's Office](#); [Rockford Area Economic Development Council](#)

Institutional Partners: Division of [Administration and University Outreach](#), [Community Relations](#), [President's Office](#)

Purpose: Collaborate together and with local agencies to build economic vitality, a skilled workforce, and a rich cultural life for this dynamic region

Length of Partnership: Four years

Number of faculty: 10-15 NIU staff, primarily chief executive officers, who meet regularly and communicate frequently

Number of students: n/a

Grant funding: n/a

Institutional Impact: Established close working relationships with top leadership of higher education institutions that share a long history of positive contributions to the vitality of the Rockford region; identified unmet needs and collaborated on solutions; strengthened connections and effectiveness with economic development agencies.

Community Impact: Initiated campaign to raise educational aspirations and developed alternatives to incarceration programs; collaborated with regional agencies to advance economic development and raise financial support for higher education programs of greatest need. Provided access to joint listing of all [HEARRR](#) course offerings.

II. Categories of Engagement, B. Outreach and Partnerships Representative Partnerships

[NIU Outreach - DuPage Federation for Human Services Partnership](#)

Community Partner: [DuPage Federation for Human Services Reform](#)

Institutional Partners: [Center for Governmental Studies](#), [College of Health and Human Sciences](#), [College of Liberal Arts and Sciences](#), [Division of Public Administration](#)

Purpose: Create university/NGO partnership that leverages and expands the human services research and policy resources of both entities.

Length of Partnership: Three years

Number of faculty: 25 faculty and staff

Number of students: n/a

Grant Funding: \$350,000/year in ongoing funding

Institutional Impact: Expanded knowledge of regional human service issues and strengthened capability to communicate with regional leaders about human service system improvement and innovation.

Community Impact: Provide low-cost technical assistance and consulting on human services issues to units of government; deepen the research capability and knowledge network of a major regional human services provider, expand the DuPage Federation's reach throughout the region to shape human services research and policy.

II. Categories of Engagement, B. Outreach and Community Partnerships (continued)

4. a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships? YES

Describe the strategies

In 2002, the Kellogg Commission reports helped to shape reorganization of [NIU Outreach](#), which amalgamated a dozen independent, externally-focused units. The language and expectations of engagement now pervade the institution due to NIU's historic mission as a regional institution, continual reinforcement by top leaders, and deliberate strategies for nurturing and sustaining partnerships.

Communications. [NIU Outreach](#) develops partnership "identity," message points, and wordmarks; e.g. [RVC-NIU](#). Customized websites make all partnership documents available, include news and project activities such as online training modules, facilitate interaction by partners, and often provide a password-protected area, moodle, or other technology for collaboration.

Committees. Boards of Directors, coordinating committees, and advisory groups involve equal representation of partners. Such groups meet regularly to assess progress, initiate new programs, and promote partnership goals. Some partnerships operate with a formal Memorandum of Agreement; e.g. [Homeland Security Alliance](#), [District 428-NIU Partnership](#).

People and Places. Directors of offices such as [Community Relations](#), [University-School Partnerships](#), and [Community College Partnerships](#) hold official responsibility for mutually beneficial relationships with partners and potential partners. Centers and offices may also serve this purpose. The [Alumni and Corporate Relations](#) office in the [College of Business](#) promotes opportunities for scholarships, job shadowing, mentoring, student projects, employment, and professional development for alumni through learning and networking events.

Collaborative Activities such as celebrations, workshops, and special events are implemented in ways that reinforce mutuality and reciprocity. [DeKalb High School-NIU](#) partnership training sessions in July 2008 involved DHS and NIU participants in all presentations and work groups.

Informal and formal evaluations are conducted by and/or reviewed by joint teams. Formative and summative reports emphasize shared responsibilities and benefits.

- b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution? YES

Describe the mechanisms

Individual projects devise their own assessment and reporting, but there are occasional

opportunities for aggregation results at the institutional level. [Project REAL](#) offers a representative example of these mechanisms - reflections noted at regular meetings, formal program evaluation by project researchers, external partnership evaluation, surveys of participants, interviews, and published annual reports.

[Project REAL](#), a federally-funded, five-year, \$5 million Teacher Quality Enhancement project, includes NIU, [Rockford District 205](#), and [Rock Valley College](#). At NIU, the [College of Education](#) coordinates the partnership with active involvement by four other colleges and [NIU Outreach](#). Opportunities for informal evaluation are on the monthly agendas of the project steering committee. Candid reflections work to celebrate successes and redirect activities. Analytics for [Project REAL](#) yield information about the partnership's communications. An NIU project evaluator systematically measures progress toward goals and reports to the steering committee and to local planning committees in the four project schools. An external evaluator assesses the partnership's development and functioning through surveys of participants, interviews, documents, and meetings. Annual reports inform all partners and the public of such news as dramatic increases in performance on the state assessment in mathematics and reading. [Project REAL](#) sponsors professional development for teachers where reflection on partnership activities occurs and is then reported back to the partners. [Project REAL](#) coordinators report back to top leadership at their respective institutions.

Such combinations of regular feedback mechanisms help to focus partnership participants on results of partnership activities as well as to test the quality and value of the partnership itself. Feedback data from partnerships is aggregated in annual project, department, college, and division reports. From there, it finds its way into NIU publications and the president's annual state of the university address.

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

YES. Provide a minimum of five examples from varied disciplines

- Cheng-Hou Lee, Blaise Magniere, Marie Wang, Tony Devroye. [Avalon String Quartet](#). NIU values performance and artistry as forms of scholarship. Replacing the retiring Vermeer Quartet in 2007, the Avalon immediately conquered audiences in Chicago and DeKalb. Donor contributions endow faculty positions for the members, who teach NIU students and work with regional musicians while maintaining an international performance schedule. [College of Visual and Performing Arts](#)
- Terry Bishop, Bill Cummings, Pam Smith. *Ethics Handbook: Building Ethical Leaders*. 2007. [College of Business](#) faculty members use an integrated ethics framework to bring awareness and guidance on ethical dilemmas. The handbook was acknowledged by AACSB as a "best practice." Corporate sponsors included KPMG, Caterpillar, Experion, Target, and McDonalds.
- Robert Gleeson, et al. *State of Working Illinois*, 2008. NIU's [Center for Governmental Studies](#) and the NIU Office for Social Policy Research partners

annually with the bipartisan Center for Tax and Budget Accountability to create a comprehensive examination of the Illinois economy. The project team provides a definitive set of numbers and assessment of economic trends for use by policy makers and advocacy organizations working to improve Illinois' economy.

- Lynette Chandler and Carol Dahlquist. *Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings*, Pearson/Merrill, Prentice Hall. Written for special and general educators as well as families, this research applies to a wide variety of settings.

- Milivoje Kostic and Promod Vohra. "NIU-Engineering Energy Research Activities and Challenges." WSEAS International Conference on Heat and Mass Transfer; Acapulco; January 2008. Curricular and research activities on sustainability and energy conservation (fuel cells, heat-transfer nano-fluids, renewable and alternative energy resources) operate in regional, state, national, and international settings.

III. Wrap-Up

1. **(Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).** Elaborations of short-answer questions originally appearing in this section of the application have been incorporated into relevant sections of the online version.
2. **(Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.**

NIU has pursued its historical mission of regional engagement with vigor over many decades and is the only public institution in this large, diverse area with a regional view and regional resources. The overall goal is to contribute directly to making northern Illinois a more viable region for living and working in the future. Recently, loss of manufacturing jobs and other indicators of declining economic energy have impacted NIU as well. Since the vitality of the region directly affects university welfare, NIU has sustained and increased its involvement across the education, business, government, health care, and social services sectors. Despite pessimistic conversations in some aging industrial cities and rural communities, NIU staff studying the region's environment have noted that this area offers many features valued by the most highly sought after workers and industries, such as those identified in Richard Florida's "The Creative Class." A conceptual framework using six general categories drawn from Florida, McKnight, and others is being used to prioritize and define NIU's engagement activities.

Human Capital. Improving educational outcomes and workforce skills.

In order to raise student achievement, NIU has formed alliances with other higher education institutions, contributed faculty and staff expertise, secured millions of dollars in grants, nurtured partnerships with schools and districts, raised scholarship funds, and delivered activities for students along the continuum from the truant to the gifted.

III. Wrap-up (continued)

Technology. Improving the use of information technology in the region and improving the ability of businesses for technological innovation; e.g. science, engineering, software, [NIUNet](#), Argonne and Fermilab partnerships.

Diversity. Increasing social diversity at all levels and helping diverse groups live and work together peacefully; e.g. arts organizations, [Northern Public Radio](#), human service agencies.

Globalization. Increasing the level and quality of two-way international trade in the region. Chicago's prominence as a global city increases opportunities that NIU is developing with local partners at [Ag Tech](#) Park, Freedom Field (alternative energy sources), [ROCK](#) small business generation and support, and [NIUNet](#).

Community Development. Increasing the ability for the region to create unique, distinctive places for both business centers and residential neighborhoods and communities; e.g. [Illinois Rural HealthNet](#), economic development organizations, local governments, theaters and arts organizations.

Personal Growth. Helping people of all social and income groups make the personal transitions that are increasingly part of life in vibrant regions; e.g. health services, [Zeke Giorgi Legal Clinic](#), and truancy initiatives.

3. **(Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.**

We appreciated the opportunity to use the online template and eventually learned to manage it fairly well. At times, we found it unwieldy and sometimes difficult to understand. Carnegie staff members were helpful when we called for guidance.

The "word" limits enforced brevity, which will surely help the judging process, but sometimes seemed overly restrictive. Case in point - the first question, which asks for a 100 word (maximum) quotation of vision or mission related to community engagement. This word restriction suggests a stylistic bias. The section of NIU's mission statement that deals with community engagement is about 260 words long. A severely truncated version provided an inauspicious beginning to this application, so we placed the remainder in section III, 1 above.

Questions related to assessment on pages 10-13 generated multiple interpretations depending on familiarity with assessment jargon. How to "indicate the focus of assessment mechanisms" on a particular group? We opted to work with "Describe one key finding" about the group in question and not worry about the mechanisms. Assessment questions could be stated in more standard language.

The sample applications provided on the Campus Compact web site were helpful. Unfortunately, most of the applications were working with earlier versions of the documentation reporting form that allowed for more extensive answers. Brief answers

III. Wrap-up (continued)

with far more limited examples require rather different tactics. This issue should resolve itself as the documentation form remains consistent from year to year.

Developing the documentation for this application proved to be a salutary experience for our institution. The lessons learned from this self study will result in greater awareness of engagement activities, both internally and externally; a comprehensive system for tracking these activities; policy revisions to better support engagement; and improvement to the quality and efficiency of our working relationships with communities across the region.

4. **May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)** YES