
Criterion 5

Engagement and Service

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

Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

This section profiles some of the ways in which the university communicates with its external audiences and engages them through diversity programs, health care, and continuing education.

Faculty and Staff Service: A Two-Way Process

Indiana University Bloomington views working with its various constituent groups as a two way process: the university communicates the availability of its programs and services to appropriate external groups and seeks their input in the design, conduct, and evaluation of these initiatives.

Schools, academic departments, and programs at IUB take advantage of the expertise of advisory boards to provide input related to the ongoing development of educational programs and services. For example, the Kelley School of Business has a Dean's Advisory Council that includes senior managers from leading national and international companies; the Kinsey Institute for Gender and Sex Research has an advisory board made up of world experts in the field; the IU Art Museum, one of the nation's best university-based museums, is governed with the assistance of a board drawn from alumni, artists, and arts patrons within and outside of Indiana. Locally, the Bloomington Division of Continuing Studies has a Community Advisory Committee comprising business, not for profit, and community representatives to provide input on new program development.

In addition, faculty and departmental participation in professional organizations and accreditation by external professional groups help to keep the campus's educational and service efforts current and consistent with national trends and new developments in the workplace. Although faculty participation in local organizations has always been strong and in recent years has increased markedly, the "service" component of most tenure cases has in large part encompassed service to the discipline. IU faculty frequently serve as officers and leaders in virtually every discipline that is represented on the

campus. Some have gone on to long term appointments in national service; for example, former Chancellor and Professor of Psychology Sharon Stephens Brehm is the current president of the American Psychological Association; former Vice President for Research and Professor of Physics George Walker led the Carnegie Foundation's re examination of the American doctorate from 2000 2005; and IU Professor of English Mary Burgan, after a distinguished career in Bloomington, served as national executive secretary of the AAUP for a decade. The benefits that IU faculty provide to their fields are returned to Bloomington in the form of greater knowledge and understanding of current and upcoming issues and trends in the disciplines, which then inform IU decisions about resource allocation, curriculum development, and future faculty hiring.

Communicating with External Constituencies

The Office of the Vice President for Public Affairs and Government Relations

Indiana University Bloomington has a significant infrastructure committed to communicating with key external constituents. These functions are organized under the vice president for public affairs and government relations <http://www.indiana.edu/~pagr> and include the Offices of Community Relations, Creative Services, University Communications, and University Marketing.

Community Relations

The Community Relations unit <http://www.indiana.edu/~uconnect/> works to develop close working relationships with Bloomington and Monroe County government officials and facilitate formal communications structures for community and campus leadership issues. In addition, Community Relations ensures timely answers to community inquiries, provides linkages to resolve disputes, and facilitates community utilization of campus resources. For many years, individuals who are well known in the community through volunteer, political, and educational work have headed Community Relations. The backgrounds of these leaders symbolize the university's commitment to a deep level of involvement.

Creative Services

As the central and primary producer of communications materials for the university, this office (<http://creativeservices.iu.edu/>) dates back to 1906, beginning with academic bulletins and commencement programs. That list has now grown to more than 650 communications projects annually, including recruitment booklets, opera posters, marketing campaign materials, and three dimensional objects

designed to convey the excellence of the university. Increasingly, the office has produced materials which serve an informative function beyond mere promotion. These include school based magazines for alumni and friends, event calendars, and user brochures for programs, festivals, conferences and symposia, and other information based tools. Creative Services also houses the university's Web team, responsible for designing state of the art Web environments for departments throughout the institution. In the past five years, the team has created 50 Web environments. Each redesign has resulted in significant and sustained increases in Web traffic. Units who wish to use more specialized or different providers of creative services are free to do so.

University Communications

This unit <http://newsinfo.iu.edu/> manages the university's relationships with the media. In addition, the office leverages IU news stories into an award winning internal periodical, *Home Pages*, which stands out in its longtime use of Web references that expand on the information the printed publication contains. Stories are also repurposed as dynamic content for a variety of new media tools, including the university Web site which receives more than one million distinct visitors annually, RSS feeds, podcasts, and a series of topical news letters. The unit facilitates this work by functioning as a central outlet for news and information from all departments and schools. Writers and editors from University Communications produce fully formed stories, photo essays, and other "ready made" materials, as well as offering pitches, leads, faculty quotes on timely stories, and other forms of assistance to local, state, and national media. The unit has been reorganized in the last decade to reflect a new awareness of the need for balance between the university's promotional needs and the media's desire for an honest news interface with the university's flagship campus.

University Marketing

University Marketing (<http://www.indiana.edu/-oum/>) is responsible for translating institutional priorities into supporting marketing goals, and then creating marketing plans that achieve those goals. As part of the process, Marketing conducts primary and secondary research in the form of surveys, focus groups, and executive interviews to ensure that marketing messages, strategies, and tactics achieve stated goals and are relevant to particular audiences. In addition, the office houses the Broadcast and Electronic Media Team, responsible for creating multimedia products that build the institutional brand, including TV and radio spots and four minute video features during basketball games. This unit will play a critical role in promoting IU on the new Big Ten television sports channel, which launches in the fall of 2007.

Other communication and outreach efforts

Beyond the 75 members of the Office of the Vice President for Public Affairs and Government Relations, more than 100 additional staff have responsibility for communications on behalf of individual departments and schools. As a result of this combined effort, IU Bloomington makes significant institutional investments to ensure that key audiences are aware of areas of excellence, benefits of attending, opportunities for lifelong engagement, and the benefits offered to students, alumni, the community, and other external groups. Newsletters, magazines, podcasts, Web sites, and other tools are used by each school to reach alumni and other key constituencies. IU publicity efforts regularly receive awards from trade organizations such as the Society for Technical Communication, the Council for Advancement and Support of Education (CASE), Midwest Print/Design, and others. Communications staff have commented frequently in recent years that IU faculty have become both more cooperative and more proactive in communications efforts.

In an effort to communicate to its various constituencies in a more unified and consistent manner, IU recently codified the Integrated Image Initiative. The initiative strategically consolidates the university's graphic identity and verbal messages and otherwise focuses and strengthens the IU brand. A strong, cohesive image will help to reinforce that each segment of the university, no matter how unique or seemingly independent, is a part of the whole. Within the long standing culture of decentralization, which has been the hallmark of academic freedom and program development on the Bloomington campus, implementation of the Integrated Image Initiative has been controversial, but one unanimously supported by the trustees and the president.

To better articulate the university's role in economic development in Indiana, an Advancing Indiana campaign (<http://advancing.indiana.edu>) was launched in 2000. The Advancing Indiana staff serves as the central point of contact for economic development and community engagement activities. With a single phone call or e mail, a constituent can be connected to an appropriate program or individual on one of IU's eight campuses. The Advancing Indiana Web site also provides information on ways that IU is having a positive impact on local communities, on personal enrichment opportunities provided for Indiana citizens, and on scientific and medical discoveries made by IU faculty that affect the state's economy. Subsequent to the launch of Advancing Indiana several years ago, a Life Sciences Web site (<http://www.lifesciences.iu.edu>) was created to bring focus to the important and diverse research efforts in that burgeoning field across the two main campuses of IU. The appointment of a new vice president for engagement in fall 2007 will further enhance these efforts.

To keep its nearly half a million living graduates connected to the university, the IU Alumni Association <http://alumni.indiana.edu> provides activities, programs, and services, as well as life long learning opportunities. The IUAA mission includes “serving as a voice for alumni as the university evolves and providing life long learning opportunities.” These learning opportunities are often developed in partnership with academic departments and Bloomington Continuing Studies. The IUAA assists in the recruitment of students, supports the development of resources to advance the university, and engages in activities that enhance the university’s reputation locally and internationally. The IUAA provides numerous print and electronic publications to engage alumni, including the award winning *Indiana Alumni Magazine* and constituent periodicals to keep alumni informed of developments in their individual schools, campuses, or interest groups, while chapter newsletters announce local opportunities to get involved. Over the past ten years, the IUAA has become more focused on constituent groups, establishing strong GLBT, Latino, and other associations, as well as promoting alumni affiliations with strong individual student organizations such as the Collins Living Learning Center. Like most large universities, IU Bloomington has been challenged by the size and ensuing lack of cohesion of modern day graduating and reunion classes thus the increased emphasis on affinity groups. The hiring in summer 2007 of new IUAA President and CEO Tom Martz will lead to further changes in alumni relations efforts.

In addition to the IUAA, each school at IUB is served by an alumni association to meet the needs of its graduates. They are organized as constituent societies of the IUAA and range in size from the College of Arts and Sciences with over 18,000 members to the new School of Informatics with 648. These alumni groups program events around the world and conduct service projects benefiting the host schools.

Campus media outlets

Radio at IUB

Public radio station WFIU has been broadcasting from the Bloomington campus of Indiana University since October, 1950. Licensed to the Trustees of Indiana University, WFIU <http://www.indiana.edu/~wfiu/> is funded by IU, the Corporation for Public Broadcasting, program underwriting grants from community businesses and organizations, and voluntary contributions from listeners. The station serves 20 counties throughout south central Indiana with continuous broadcast services 24 hours a day, 365 days a year. The mission statement of the station is “to inspire, inform, and involve.” Its values and activities are described as “born of the

purposes and hopes of Indiana University and of our listeners.” The station maintains an on air calendar that communicates important campus events such as lectures and performances to the surrounding community. The station also produces local programs highlighting the intellectual and cultural resources of the university. Features such as *Harmonia* and *A Moment of Science* are produced at WFIU and distributed nationally.

Students are also served by campus radio station WIUX, an FM station run entirely by volunteer students. As sponsor of a major campus spring rock music festival, WIUX holds an important position in communications between and among the student body, though its off-campus impact is limited by its low-power signal, which it is petitioning the FCC to upgrade.

Public television at IUB

WTIU is a 24 hour public television station licensed to Indiana University, operating out of the Radio and TV Center on the Bloomington campus. WTIU <http://www.indiana.edu/~radio/v/wtiu/index.shtml> serves over 20 counties in west and south central Indiana, including the cities of Bloomington, Bedford, Columbus, Martinsville, Nashville, and Terre Haute. Approximately 175,000 TV households are included in the viewing area. The station’s broadcast schedule combines the full national schedule of PBS programs with additional locally selected series and programs. In a statement of articulated values and purposes, the station characterizes its programming services as an extension of the educational mission of the university, reaching beyond its walls with locally produced programs that include daily news breaks and a weekly magazine program, *The Weekly Special*, covering local people, places, and events. There are a number of programs currently in production. *The Friday Zone*, WTIU’s own weekly Emmy Award winning children’s program, features activities and guests including performance and visual artists, scientists, and literary figures. *Third House* hosts members of Indiana’s General Assembly for interactive legislative forums. In 2005, WTIU added a second cable only channel, broadcasting exclusively educational programming to thousands of cable subscribers 24 hours a day.

The Indiana Daily Student

The *Indiana Daily Student (IDS)* <http://www.idsnews.com/news/index.php?adid=news>, IUB’s student run newspaper, traces its lineage to 1867. Since 1969 the IDS has been financially and editorially independent from the university. In 2006, for the second straight year the IDS won the Best All Around Daily Student Newspaper award, presented by the Society of Professional Journalists, and an EPpy *Editor and Publisher* magazine award for Best College Newspaper

Internet Service. The *IDS* also won *College Publisher's* Award of Excellence for Best Cutting Edge Use of Technology.

A Focus on Diversity in External Engagement

The IUB mission statement indicates that the “Bloomington campus is committed to full diversity” and to “culturally diverse and international educational programs and communities.” This underscores the campus’s commitment to diversity among students, faculty, and staff, as well as in academic programs and outreach activities. The diversity effort was completely reorganized in 1998, both internally and externally, based on a consultant report that resulted in the creation of a new vice presidency, a new vice chancellorship (now a vice provost position), and a consolidated effort across previously “siloed” ethnic and racial lines. In addition to the organizational changes, budgets for diversity efforts were significantly increased.

Outreach programs that focus on diversity

The Neal-Marshall Black Culture Center

The Neal-Marshall Black Culture Center (<http://www.indiana.edu/~nmbcc>) provides a variety of programs and resources that promote African American culture and a sense of community among all African Americans on campus. It encourages respect for cultural differences and communication and collaboration among students of different ethnic backgrounds. The center’s library features over 5,000 volumes on African American history and culture, with an emphasis on the performing arts. The new 2001 building now occupied by the NMBCC is one of the nation’s finest culture center facilities, and it is used constantly for campus and community events. Each year, in addition to special events, the NMBCC sponsors large Africana, Black History Month, Juneteenth, and Kwanzaa festivals. The African American community of Bloomington has historically been closely connected to the Black Culture Center. In recent years, director Oyibo Afoaku has instilled a more pan African atmosphere to the center, widening its circle of influence both on and off campus.

La Casa Latino Cultural Center

La Casa (<http://www.indiana.edu/~lacasa>) has been a strong force in the Bloomington and Indiana Latino communities for many years. Under the energetic direction of Lillian Casillas, who serves as a member of many boards and commissions on the state and local levels, La Casa is a hub not only for Latino students but also for members of the booming Latino population from around the area. The center



Globalization Highlight

offers a variety of cultural, educational, and recreational programs, including an annual month of celebration every September and a renowned Latino Leadership Institute each spring.

The Asian Cultural Center

The center <http://www.indiana.edu/-acc> was born in 1998 when then Chancellor Kenneth Gros Louis accepted the recommendation of a student coalition of multicultural activists. At that time, Asians and Asian-Americans had no significant center or organization to represent their interests, even though there were several affinity groups of students based on nationality. The center was given a building and a start up budget, and quickly grew into an important resource, widely recognized for its outreach efforts. Directed ably by Melanie Castillo Cullather, it hosts numerous political, cultural, and social events for a diverse and growing student population and reaches both Asian and Asian-American communities off campus with an impressive array of programs, conferences, and performances.

The African American Arts Institute

Founded in 1974, the African American Arts Institute AAAI <http://www.indiana.edu/-aaai> is one of the premier university performing arts programs in the nation. Recognizing that a reservoir of student talent and interest in performance could be developed as a vital part of an academic course, the IU Soul Revue was established in 1971. The revue provided a foundation for the establishment of the African American Dance Company in 1974. In 1975, the African American Choral Ensemble was founded, thus completing the academic/performance component of the institute as it exists today. Since its beginning, the institute has stood as one of the few arts programs in a college or university based in African American performance traditions, with ensembles offered for academic credit. The ensembles are offered concurrently as courses through the Department of African American and African Diaspora Studies. Membership is open by audition to all students on the IU Bloomington campus. The AAAI's ensembles are available for concerts, festivals, ceremonies, workshops, and lecture demonstrations from October through April. In recent years, the ensembles have played to sold out audiences in a variety of state and national locations, memorably performing at Martinsville High School during a black-white racial crisis in 2000. To enhance community relationships, the ensembles' semiannual Bloomington performances usually occur at off-campus venues.

The Latin American Popular Jazz Ensemble

The Latin American Popular Music Ensemble has evolved in several stages to become the first academic offering at Indiana University where students can explore the intricacies and creative achievements of Latin American popular music, which now influences both

concert and popular music of the whole world. It was initiated in 1985, with the support of the Center for Latin American and Caribbean Studies and visionary director Russell Salmon, as a student led project conceived by Mariano Morales. At that time Morales was a graduate student in jazz studies; today he is one of Puerto Rico's foremost composers. Morales led the group as a Latin big band that performed virtuoso Afro Caribbean arrangements and established a regular presence of the Latin beat in the university community. In 1994, it became an official ensemble of the School of Music under the sponsorship of the Latin American Music Center. In 1998, the makeup and repertoire of the ensemble expanded through the wider spectrum of genres including folk and urban traditions from Brazil, Argentina, and the Andes, as well as chamber works from major Latin American composers. Today the ensemble is directed by Visiting Faculty Ricardo Lorenz, an internationally recognized composer, who joins us from leading the pioneering Latin American outreach music program of the Chicago Symphony. Under his leadership the ensemble has continued to grow in virtuosity, excitement, and sophistication, as Latin music is recognized as a major force in American music of our time.

Preparing underrepresented students for college

Several IU programs exist to strengthen the “pipeline” of college eligible students from underrepresented groups. In Indiana, those groups include African Americans, Latinos, Native Americans, certain populations of Asian Americans (e.g., Hmong, Cambodian, and Vietnamese refugees and their children), and white students from underserved rural areas. IU Bloomington's efforts to assist students from these populations in many cases do not lead directly to enrollment in Bloomington, but serve to enhance the prospects of the students to participate in higher education at a local community college, regional campus, or other institution. In addition to the offices listed below, major new campuswide initiatives in sciences, technology, mathematics, and engineering (STEM) education statewide and a School of Education based Center for Research and P-16 Collaboration are working to enhance the pool of qualified college bound students.

Campuswide programs

The Community and School Partnership Program <http://www.indiana.edu/~cpartner/> provides middle and junior high school students and their families with the information and guidance they need to prepare for college. Services include help with selecting college preparatory courses, preparing for standardized tests, selecting a college, and applying for admission and financial aid.

Bloomington staff travel the state to enhance awareness of college among targeted high school populations.

Upward Bound www.indiana.edu/-upbound is a program for at risk 9th to 11th grade students from targeted high schools, which includes distance learning sessions, tutoring, participation in community based research projects, and a six week residential summer experience on the Bloomington campus.

The state's 21st Century Scholars program has a regional office in Bloomington, with a recently enhanced staff and new benefits from Indiana University, including IU funded guarantees of fully funded housing, board, and books to supplement the state's grant of tuition and fees. 21st Century Scholarships are offered to income-eligible students during eighth grade, with supplemental college awareness and preparation programs available to them throughout high school.

The Office of Strategic Mentoring (<http://www.indiana.edu/-osmp>) fosters relationships among students and their peers, faculty, and staff with the goal of increasing enrollment, retention, and graduation of underrepresented minorities. It serves as an umbrella for several IU mentoring programs, including the much honored FASE Mentors.

School-based programs

Programs such as the Kelley Junior Executives Program, the High School Journalism Institute, and the IU Pre-College Music Program connect students to the university on a disciplinary basis as early as elementary school. Biology is particularly worth mentioning here, as the James B. Holland Enrichment Program has brought hundreds of students from underserved backgrounds to campus for a summer life sciences institute for many years.

The African American Read In Program is sponsored by the School of Education and includes high school students, teachers, IU students, and the Bloomington community coming together to read and discuss original works or excerpts of works by African American authors. The goal of the program is to enhance awareness of African American literature and expose individuals to writers of color. High school students and their parents have the opportunity to develop connections within the university community as they participate in dialogue with IU student panels made up of undergraduate students of color. Approximately 200 people participate each year.

The School of Informatics www.informatics.indiana.edu, founded since the last accreditation report and IU's first completely new school in more than 30 years, has developed a number of initiatives to enhance diversity through early and repeated exposure to infor

mation technology experiences prior to college age. As part of this effort, a week-long residential Informatics Summer Camp for under-represented students was launched in 2004. In 2006, 27 secondary students from Indiana, Kentucky, Ohio, North Carolina, and Hawaii participated. The school also regularly contributes interactive lectures and hands on computer animation activities for approximately 1,000 middle and high school students attending enrichment programs at IUB each summer. The informatics camp is one of a growing number of school based summer institutes for high school students.

Sponsored by the School of Education, <http://education.indiana.edu> the Saturday Art School, which has been in existence for more than 30 years, provides children an opportunity to experience visual arts activities in small group environments while also providing teacher education students an excellent source of field experience. Emphasis is on teaching basic studio skills, looking at and talking about images, and exploring contemporary themes through the visual arts. The program is taught by undergraduate and graduate art education students, serving children in grades K-6. A similar Saturday program for young scientists, founded since the last accreditation report, has been highly successful.

Since the last accreditation report, the College of Arts and Sciences (www.college.indiana.edu) has increased its summer offerings for high school students quite significantly, now including camps in theatre, biology, chemistry, and several other disciplines.

The benefits of all these initiatives to the campus are bidirectional; potential new IU students are cultivated, while IU faculty and staff gain a much greater understanding of the needs and characteristics of populations they otherwise would not reach.

IU's Role in Health Care throughout the State

Although the Bloomington campus does not have a medical school, several of its entities, including those described below, work to enhance health care for thousands of Hoosiers.

The Center for Minority Health (www.indiana.edu/~aphealth/centers/index.shtml), housed in the School of Health, Physical Education, and Recreation (HPER), seeks to establish community partnerships and engage external groups in research, education, and training to eliminate health disparities associated with race, ethnicity, culture, and related determinants of health. The center's activities are focused on the U.S. Department of Health and Human Services'

goal of eliminating racial disparities in healthcare by 2010. Among the center's activities are conducting research on the health status of minorities, providing related educational programming, offering cultural competency training, and publishing a quarterly report on minority health issues.

The Indiana Prevention Resource Center (<http://www.drugs.indiana.edu/misc-about-services.html>), also affiliated with HPER, assists government and private entities in efforts to prevent the misuse of tobacco, alcohol, and drugs. The center provides a wide array of services to providers throughout the state, including data collection and reporting on drug use trends.

In addition, HPER operates a summer camp for children and youth with disabilities at Camp Riley in Bradford Woods, located near Bloomington. Accessible accommodations and customized levels of camp programming are designed to meet individual needs and ability levels. For over 40 years, the school has collaborated with Riley Children's Hospital in Indianapolis to provide this experience.

The School of Optometry (www.opt.indiana.edu) sponsors four Rural Health Clinics in underserved areas of southern Indiana, including Clay City, Patoka, Campbellsburg, and Jeffersonville. Fourth-year optometry doctoral students examine patients under the supervision of faculty and payment is on a sliding scale based on income. A fifth clinic is strategically located in the most impoverished area of Bloomington.

Continuing Education Programs for Learners of All Ages

IUB schools and departments respond to external constituencies through a wide variety of programs, including the Division of Extended Programs and school or department based initiatives such as Kelley Executive Partners. The following is a snapshot of some of these efforts.

The Division of Extended Programs

IUB's Division of Extended Programs (<http://extended.indiana.edu>) was created in 2000 to extend the programs and resources of the campus to additional populations, utilizing alternative schedules, locations, and formats. The division serves to coordinate the work of both new and longstanding programs that serve special groups. For example, the Open Program, a longtime favorite of Bloomington area fami

lies, enables qualified high school students to attend undergraduate courses on the IUB campus. Summer Sessions attracts working professionals including educators to the campus to pursue graduate degrees and participate in professional development workshops; in addition, summer programs are available to students from other universities who wish to accelerate their studies or take advantage of unique resources at IUB.

For 35 years, the Bloomington division of the IU School of Continuing Studies <http://continue.indiana.edu> has provided a wide range of credit and noncredit programs and services that respond to the learning needs of adults in the Bloomington region. Included are General Studies Degree Programs for adults and the office of Returning Student Services, which provides outreach, support, and workshops for adults beginning or completing undergraduate degrees. Noncredit programs include lifelong learning courses in the arts and humanities and professional development courses and certificate programs designed to enhance individual career skills. Several certificate programs have won statewide awards for innovative programming, including Managing in the Life Sciences and Hospital Coding. Courses in noncredit programs are taught at community locations in the Bloomington area by IU faculty and advanced graduate students, supplemented by local experts. In addition, Continuing Studies has outfitted a computer lab at the local WorkOne workforce development center which is used to train the agency's clients during the day and to offer noncredit computer courses and certificate programs for adults in the evenings. Course catalogs are mailed twice annually to adults in Bloomington over 25 years of age.

Bloomington Continuing Studies also offers customized training programs to meet the training and skills upgrading needs of local and regional employers. Recent programs have included a leadership development program for Morgan Hospital and Medical Center in Martinsville and project management training for Baxter Pharmaceuticals, a growing biotech firm in Bloomington. The division also serves as the key point of entry to the campus for the many adults who wish to return to college for a degree. Although the campus is overwhelmingly traditional aged and residential, the Bloomington area, with a population exceeding 100,000, does have a strong need for access to baccalaureate and master's level programs, and Continuing Studies serves that role. Often, area adults will start out, without rigorous admissions testing or application procedures, as "continuing nondegree students," turning to school and department advisers after their initial foray back to school. Due to the state of Indiana's recent emphasis on creating and supporting the Ivy Tech Community College system and seamless

transferability, IU Bloomington primarily through Continuing Studies expects a rapidly increasing number of junior year transfers onto the campus from Ivy Tech.

(Note: The statewide IU School of Continuing Studies is headquartered in Bloomington and primarily serves online and correspondence populations while coordinating activities and curricula at the eight physical campuses of IU. The Bloomington division manages both credit and noncredit classroom-based programs in the local area and receives direct input on those programs from community leaders and advisors.)

Programs in the business school

Executive education programs offered by the Kelley School of Business through its Kelley Executive Partners (KEP) <http://www.kelley.iu.edu/kep> program extend throughout the world in the form of career oriented continuing professional development. Participating companies often utilize Kelley programs to foster a greater sense of shared identity and teamwork among managers who work in different countries. Individuals of different national origins, races, and religions come together in a single location to study, learn, and build collaborative relationships. KEP programs are highly customized and designed to address the specific needs of global corporations as well as Indiana based companies. KEP prides itself in listening carefully to customers and avoids generic “off the shelf” programs in responding to their needs. KEP utilizes a “4 D” process design, development, delivery, and demonstrated results to engage each client company. KEP faculty and staff work with executives and managers from the client company during each stage of the process.

Recently, the *Financial Times* of London ranked KEP 20th among global education providers and number one among public institutions in the United States. Tim Hornblow, the director of management education programs for Rolls Royce, said, “We have worked with Kelley Executive Partners for more than five years on the design and delivery of our internal management development programs. Throughout that time they have been responsive, flexible, imaginative, and thoroughly professional.” Seeking a program to foster collaborative strategic planning, Kimball International turned to KEP, and, according to Randy Iles, vice president for sales and marketing, “found that the Kelley School of Business could build that program for us, had a great environment and outstanding teaching staff, and stayed right with us until we achieved our goals.”

Core Component 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

This section of the report provides an overview of the campus's commitment to engagement, then focuses on opportunities for students and faculty to interact with external groups—whether through the curriculum, co-curricular activities, or direct service to external constituencies—from the local community to the state and nation. (International engagement, though referred to at some points within this section, is addressed more fully in a separate section.) While it would be impossible to catalog all of the engagement activities at IUB, an attempt has been made to profile selected initiatives that reflect the wide variety of programs and services provided.

IUB's Commitment to the Community, State, Nation, and World

Over the past decade, the concept of “service,” one of the three pillars of academic activity, has evolved into “engagement.” The changed terms imply a transformed emphasis. “Service” carries connotations of obligation, whether to fulfill tenure expectations or simply out of an old-fashioned sense of *noblesse oblige*. At Indiana University Bloomington, the concept of engagement suggests not only that our involvement with the community, state, nation, and world flows in two directions, but also that it arises out of a strong need for connection that benefits all parties. The concept of the university as the custodian of knowledge, occasionally coming off its metaphorical hill to offer its wisdom, thankfully, has become outmoded.

The university's academic programs and research activities increasingly serve those beyond the campus and contribute to education from the elementary grades to lifelong learning for seniors, and from health and wellness to economic development in the region and the state. IU students, faculty, and staff can benefit equally from their interactions with the public. Unlike its fellow campuses in the IU system, Bloomington does not define a particular service area. Its seminal president of modern times, Herman Wells, often articulated the view that the service area of the Bloomington campus was the world. Longtime Chancellor Kenneth Gros Louis upheld and reinforced that view throughout his nearly 25 years at the helm of the campus. Recent President Adam Herbert and new President Michael McRobbie join in that belief, launching bi- and multilateral initiatives in India and China, as well as in the state of Indiana, and paying special attention to the possibilities of growth and service within the city of Bloomington.

As is the case in teaching and research, engagement initiatives primarily occur from the bottom up, surfacing through the work of individual faculty and staff, or through that of a single department or unit; a few are created centrally, but for the most part, IU Bloomington is a complex network of widely diverse service and engagement activities, each of which fills a particular need. In return, the teaching and research advancement of both individuals and departments are informed by interactions with key constituent communities. Beyond that decentralized structure, though, there is an increasing sense of direction particularly in large scale areas such as information technology and life sciences from the top levels of the administration.

There are literally hundreds of initiatives that promote outreach and engagement at IUB from individual faculty members and classes partnering with local community agencies to international outreach focused on developing democracies. On a large and decentralized campus such as Bloomington, many engagement activities occur on the academic department level, and the professional schools tend to have greater involvement with external groups due to their missions and extensive contacts with the business, not-for-profit, and educational communities. Beyond that, and perhaps even more profoundly, individual faculty and staff serve their disciplines worldwide in a variety of ways, as well as serving in key volunteer capacities—as board members, officers, and workers—for virtually every nonprofit organization in Bloomington. The front page of the campus Web site <http://www.iub.edu/> contains a highlighted portal “Community Connection” to a list of selected major campus resources for the community <http://www.indiana.edu/-uconnect/resources/> that indicates the campus’s high level awareness of its importance to Bloomington, and of Bloomington to the campus.

On the student level, although IU does not require service or engagement per se, its ongoing work to create a service learning entity based on peer mentoring and targeted toward the concept of matching the research university to the modest sized community has been widely admired and copied <http://www.indiana.edu/-copsl/>; and its fraternity sorority system, one of the nation’s largest, conducts an aggregated amount of service to the state and community that dwarfs that of most other entire campuses. As an example, one event alone, the IU Dance Marathon, managed almost entirely by students, raises nearly \$1 million a year for the Riley Hospital for Children.) The Volunteer Students Bureau, organized by the Office of the Dean of Students, serves thousands of students and dozens of community agencies annually, organizing volunteer efforts so that they are applied productively and efficiently (<http://www.indiana.edu/-iuvolbur/>).

Opportunities for Student Engagement

The Bloomington campus provides students with a rich array of learning opportunities to develop career related skills while engaging with the larger community, both in cocurricular activities and through formal coursework.

Co-curricular activities and external engagement

The following are just a few of the kinds of voluntary service opportunities students can choose to engage in on the IUB campus.

Programs in the Kelley School of Business

Nearly 40 percent of first-year MBA students participate in Kelley Cares, which coordinates volunteer participation in local nonprofit agencies including United Way, Habitat for Humanity, Red Cross, and various activities of the Bloomington Parks and Recreation Department. The group also assisted in coordinating a Hurricane Katrina relief fundraiser. Undergraduate business students have the opportunity to participate in the Civic Leadership Development Program to gain experience in the nonprofit sector. Student volunteers develop leadership skills by working with a community agency for at least a semester under the direction of a professional staff member who serves as program director. Students document their participation online and also participate in the Civic Speakers Series, which provides role models for community involvement.

Alternatives to the usual spring break

Another business school program, Alternative Spring Break, offers students the opportunity to engage in volunteer service activities in programs that address poverty, youth, and environmental issues throughout the United States. A student leadership board supervises this program. Other alternative spring break programs are housed at the Collins Living Learning Center, including a course at the Rise Women's and Children's Center for families in transition, and a spring break intensive Art in the Community course. The alternative spring break concept has become increasingly popular across the campus.

The American Humanics certificate

The School of Public and Environmental Affairs is the campus home for the national American Humanics (www.indiana.edu/~spearweb/academics/BA_specialopp.php) certificate program. American Humanics involves dozens of undergraduates in a series of courses and cocurricular service activities that often start them toward leadership careers in the public and nonprofit sectors.

***The Alumni Association's
Networking Nights***

The IU Alumni Association <http://alumni.indiana.edu> sponsors a number of programs to connect undergraduate students with career mentors. The Alumni Association partners with the Career Development Center to offer Networking Nights, a 12-part series of career related events. Networking Nights feature six to seven IU alumni focusing on their career paths. The program was selected as the outstanding program by District V of the Association of Student Advancement Programs.

The IU Ethics Bowl team

The Poynter Center for the Study of Ethics and American Institutions <http://www.indiana.edu/~poynter> sponsors the annual IU Ethics Bowl team, which competes in the Intercollegiate Ethics Bowl competition. Forty participating teams are given 13 ethical and policy cases to explore and are evaluated at the end of each match on the quality of their arguments, responses, and counter responses. The IU team won the national competition in 2004. Students from academic areas such as philosophy, political science, religious studies, business, and journalism typically participate.

***The Volunteer
Students Bureau***

The Volunteer Students Bureau places thousands of IU students in volunteer roles throughout the community. Students participate individually and in groups as workers for such diverse organizations as the Crestmont Public Housing program, early childhood education programs, arts organizations, Habitat for Humanity, the Community Kitchen, and local food banks. Many incoming freshmen participate in the pre semester Community Plunge program, which begins volunteer involvement in the Bloomington community prior to the beginning of the students' first classes.

Service-learning and internships

As detailed in the previous section, the campus offers numerous opportunities for voluntary student engagement. In addition to these, the array of internships and service learning courses is even larger, as is the number of students involved. In this section, we have highlighted a few key examples, recognizing that many equally worthy programs could have been cited. Virtually every degree program now provides for some form of external engagement within its curriculum, in a manner that varies according to the discipline. Although there is no campus mandate for such activity, interest is driven by students, faculty, and community organizations that seek assistance from and involvement with the university.

Coordinating and promoting service-learning

The Office of Community Outreach and Partnerships in Service-Learning COPSL <http://www.indiana.edu/~copsl/index.php> facilitates

community based learning connections and develops partnerships between academic departments and community organizations. COPSL provides consultation, resources, and grants to faculty interested in service learning and community based research. In 2005-06, COPSL supported 46 service learning courses with 49 sections in the Schools of Business, Education, Journalism, Informatics, Library and Information Science, Fine Arts, and Nursing, as well as a wide variety of departments in the College of Arts and Sciences. Bloomington mayor Mark Kruzan noted, “You may not be aware of the profound impact this program has had on the Bloomington community since its inception. The wealth which each of these civically engaged IU students bring to Bloomington is enormous when it is harnessed by the power of the service-learning model.” His views are echoed by Elizabeth Savich, director of the City of Bloomington Volunteer Network, who believes that service learning is “IU’s single most productive town gown initiative.”

Student engagement opportunities in SPEA

The School of Public and Environmental Affairs (SPEA) sponsors the Washington Leadership Program WLP <http://www.indiana.edu/~speaweb/careers/wlp.php> to provide undergraduates with opportunities to earn academic credit and gain a better understanding of the political process. WLP participants receive exposure to and full immersion in the legislative process. Students are introduced to political officials, civil servants, and others in Washington, while they also attend classes on public policy and governmental operations. Participating students receive detailed feedback from their internship supervisors and classroom instructors. Mark Johnson of the U.S. Department of Housing and Urban Development, said, “I’m very impressed with IU and the quality of interns it provides,” a sentiment echoed by Fran Campion of the Corporation for National Community Service, who proclaimed, “Each intern in the IU Washington Leadership Program has exceeded our expectations!”

The Service Corps http://www.indiana.edu/~speaweb/admissions/ma_servicecorps.php is a collaborative program including SPEA, the Office of Financial Assistance, and numerous Bloomington area governmental and nonprofit agencies. The program provides graduate students with an opportunity to contribute to public safety, economic development, sustainability, environmental protection, and the human services needs of the local community. Student participants or “fellows” work nine hours per week and are supervised by community coordinators who were previous participants in the program. Examples of Service Corps projects include grant proposal writing and developing plans for risk management and marketing, writing a volunteer handbook, developing departmental budgets, conducting sustainability studies, and serving as internship coordinators for high school students.

School of Public and Environmental Affairs graduate students enroll in interdisciplinary capstone courses that address current issues, have a problem and solution orientation, and require extensive small group interaction and teamwork. Recent topics have included the creation of an economic development strategy for the German state of Thuringen, “green” building analysis and design, developing fiscal management strategies for troubled nonprofit organizations, and the analysis of labor practices in public and nonprofit agencies.

SPEA’s multidisciplinary graduate Program in Arts Administration www.indiana.edu/~artsadm/content_program.html brings 18 students to IU each year to complete a two year master’s degree. Throughout the curriculum, emphasis is placed on professional internships and practica with campus and community arts organizations. Students work with theater groups, box offices, art galleries, music festivals, and other key Bloomington arts organizations, providing valuable expertise while developing marketable professional skills. In addition to the graduate program, a certificate in arts administration is available to undergraduate students.

Experiential learning in the Kelley School of Business

In addition to facilitating and supporting knowledge creation in the field of entrepreneurship through research and scholarly activity, the business school’s Johnson Center for Entrepreneurship & Innovation <http://www.kelley.iu.edu> provides intensive experiential learning opportunities for entrepreneurship majors and minors through a variety of business interfacing programs, including:

- The Entrepreneurial Innovations Laboratory, established to support the commercialization of life sciences and other high potential research technologies developed by Indiana University faculty
- The Entrepreneur in Residence program, designed to bring some of the nation’s finest entrepreneurs to the IU campus including past Entrepreneurs in Residence Roger S. Newton, co-founder of Lipitor, and Herb Kelleher, founder and executive chair of Southwest Airlines
- The Velocity Conference, an annual event organized by the Kelley School of Business underscoring the role of entrepreneurship, technology, and innovation in the contemporary business environment to accelerate entrepreneurial careers
- The Chambers Internship Program, an elite program supported by the generosity of John Chambers, CEO of Cisco, designed for entrepreneurship students to immerse themselves in summer experiences with fast-growth, high-technology firms

**Graphic design
serving real clients**

Examples of service-learning and internships in other schools

Graphic design students in the Henry Radford Hope School of Fine Arts http://www.indiana.edu/~finaweb/fa_landing.htm work in an environment structured as a professional design studio. Taught by the director of the campus's chief art gallery, they develop relationships with clients and vendors and design professional pieces for their portfolios that meet client needs. Students work with clients in either a nonprofit organization or a department within the university.

**Legal clinics staffed by
student practitioners**

The School of Law's Clinical Education Program <http://law.indiana.edu>) includes on-site clinics staffed by full-or part-time faculty, as well as externships in which students work closely with practicing lawyers in a wide variety of nonprofit settings or in areas with acute need for legal services. Clinics include the Community Legal Clinic, which provides legal services to low income clients and the Elder Law Clinic, which serves clients 60 years of age and older on a wide variety of civil issues including housing, public benefits, and consumer law. The Entrepreneurship Law clinic, a joint venture with the Kelley School of Business, provides a capstone experience for joint MBA/JD students to assist start up businesses with legal issues. Externships include opportunities to work on poverty law issues at Indiana Legal Services; the Public Interest Internship Program, which encourages students to gain experience in public service; and Student Legal Services, which provides legal assistance to IU students on issues such as landlord tenant disputes and consumer complaints.



**The School of Optometry's
Eye Care Centers**

The School of Optometry provides clinical education and direct patient care through five IU Eye Care Centers (<http://www.opt.indiana.edu/clinics/centers.htm>), two of which are located in Bloomington, two in Indianapolis, and the fifth in Guanajuato, Mexico. These clinics serve large numbers of low income, underserved populations with high incidences of diabetes and glaucoma, as well as a variety of other eye health and vision concerns. By providing eye care to diverse populations, the school also helps to address significant public health and socioeconomic needs in the community. The school also has a fourth year Externship Program that allows advanced students to serve 12 week clinical rotations at over 40 sites, including VA Medical Centers, military bases, referral centers, and university ophthalmology centers.

**Real-world experience
for journalism students**

As part of their coursework, School of Journalism students report for Web based magazines hosted on the school's Web site <http://www.journalism.indiana.edu> and courses on reporting for newspapers and magazines include student reporting from the community. Students in broadcasting courses produce the weekly newscast News Forum, a program that wins awards each year. The campus newspaper, the *Indiana Daily Student* <http://www.idsnews.com>, is entirely student

produced, primarily by journalism majors, and is a perennial winner of national awards for excellence, usually placing in the top five of all college newspapers in the nation. *IDS* writers and editors are paid for their work and perform it outside the regular journalism curriculum.

***A capstone project
in informatics***

School of Informatics <http://informatics.indiana.edu> undergraduates are required to participate in a team project using information technology to solve a problem on behalf of a business or nonprofit organization in the community. This capstone project provides students with the opportunity for exposure to diverse constituencies and organizations in order to maximize the learning experience. More than 100 informatics students participated in over 30 projects this year.

***Web design by library
and information
science students***

School of Library and Information Science <http://www.slis.indiana.edu> students assist local businesses and nonprofit agencies to improve their Web presence through site redesign, providing a service that otherwise would be costly for these organizations. Working with the local Small Business Development Center, students are divided into teams and matched to a client. They then spend the semester studying and redesigning the client's site.

***Field experience for
fitness specialists***

The Fitness Specialist Program <http://www.hper.indiana.edu> in the School of Health, Physical Education, and Recreation (HPER) includes field experiences that expose students to diverse populations in terms of age, gender, ethnicity, level of education, and socioeconomic background. These groups are encountered in schools, recreational, or clinical hospital settings. Students participate in local health fairs and provide health screenings for attendees. Staff of participating internship sites evaluate student performance during their periods of service.

Campuswide Initiatives that Directly Engage External Constituencies

Events and programs designed primarily for external audiences

Programs in the arts

Each year the Jacobs School of Music (<http://www.music.indiana.edu>) holds more than 1,000 performances that are open to the public and often free of charge. A considerable percentage of the school's marketing and advertising budget is focused on the general public beyond the university community and includes ads in both local and Indianapolis newspapers. The goal of this advertising is to attract Indiana residents from the local and surrounding communities to the music school's wide range of performances, as well as to provide audiences for emerging performers in all fields of music.

The Summer Music Festival showcases the school's wealth of musical talent to the local community. In summer 2006, the program featured internationally renowned violinist and Bloomington native Joshua Bell, the debut of the IU Summer Music Festival Jazz Orchestra, the acclaimed conductor Leonard Slatkin who later joined the IU faculty, the Beaux Arts Trio, and an IU Opera Theater performance of Gilbert and Sullivan's *The Mikado*, among other performances. A series of free concerts was also featured, including the popular weekly outdoor band concerts.

The IU Art Museum is one of the nation's 10 largest academic museums, with over 30,000 objects in its collection. Widely acknowledged to hold one of the best university collections in the country, the museum conducts community outreach through its many exhibits open to the public, as well as special programs for K-12 students and people with disabilities. The K-12 program includes annual structured visits to the museum and special Web-based activities http://www.indiana.edu/~iuam/iuam_intro.htm which focus on Indiana history as told by the Thomas Hart Benton murals on the Bloomington campus. The museum's program for people with disabilities reaches into the local community to serve individuals who are blind or have low vision. Based on the success of this program, the museum was presented with a community service award by the city of Bloomington in 2005.

The School of Fine Arts Gallery <http://www.indiana.edu/~sofa/2005/information.php> exhibits contemporary art from the last twenty years created by local, regional, and national artists, in addition to showing work by IUB students and faculty. Exhibitions of work by professional artists outside the school are supplemented with workshops, lectures, gallery talks and special tours open to the public. An advisory group comprising local and national art professionals and IU alumni serve as a governing board for fund raising and grant acquisition. In addition, art students often exhibit off campus at the Waldron Arts Center and other Bloomington galleries.

The IU Auditorium <http://www.iuauditorium.com> was constructed by the WPA in 1940 under the direction of Herman Wells, who insisted on creating the largest and grandest performing arts center west of the Alleghenies. The auditorium, which was completely renovated in 1997-98, seats more than 3,000 and hosts an ambitious annual season of visiting musicals, musicians, comedians, lecturers, and concerts, some of which are programmed by the Union Board (<http://www.ub.indiana.edu/>), a student-run campus programming office.

The Kinsey Institute for Research in Sex, Gender, and Reproduction <http://www.indiana.edu/~kinsey/> showcases its art collection with changing exhibits throughout the year. In April 2006, over 250 visitors attended the opening of the First Annual Juried Erotic Art Show, featuring work from contemporary artists, local and nationwide. Gallery shows rotate four times per year and visitors are welcome to tour the gallery as well as the larger institute. Kinsey Institute staff also participate in community events such as the IU Health Fair and the Alliance for Bloomington Museums, as well as making presentations at service clubs and local medical organizations.

Programs in the sciences

IU Bloomington science departments have been traditional leaders in reaching out to the public. Professor of Physics Cathy Olmer serves as executive director of Wonderlab, Bloomington's museum of science, health, and inquiry <http://wonderlab.org>, built since the last accreditation. Many IU Bloomington faculty and staff volunteer at Wonderlab and contribute demonstrations, exhibits, and technical advice to the project, which is one of the city's most popular attractions.

The Departments of Physics and Astronomy have collaborated on the Physics and Astronomy Open House (<http://www.astro.indiana.edu/outreach.shtml>) for children each September. Families tour the campus facilities in Swain Hall and experience hands-on interactive exhibits related to the two disciplines, as well as view lectures and performances by the campus's more exuberant science faculty. Visitors also utilize the Kirkwood Observatory, IU's on campus teaching facility, which is also open to the public each Wednesday evening during the warmer months. In recent years, chemistry and other departments have put on their own versions of the open house.

IU athletic events

The IU Department of Athletics <http://www.iuboosiers.com> presents a full array of games, meets, matches, and performances year round at its facilities on the north side of campus. The Hoosiers' basketball and soccer programs are nationally renowned, while its teams in many other sports are perennially competitive at Big Ten and national levels. Athletics serves as a gateway to the campus for more non IU visitors than any other single entity. As is the case at other large universities, student enrollment and national prestige are enhanced when IU's teams are competitive nationally, as was the case in 2002 when the men's basketball team made a surprise "Cinderella" run to the championship game of the NCAA tournament.

Engaging the Bloomington community

In addition to the several unit based initiatives already mentioned, IU offers some programs, planned and funded at a campuswide level, whose major purpose is community or civic engagement. Some key examples, though by no means an exhaustive list, are described here.

Leadership Bloomington

Leadership Bloomington <http://continue.indiana.edu/> is an eight month leadership development program cosponsored by Bloomington Continuing Studies and the Greater Bloomington Chamber of Commerce. Each year, approximately 30 emerging leaders are selected from local business, nonprofit, government, and education sectors. The community becomes the classroom as participants interact with local leaders to learn about community services, issues, and trends. Leadership Bloomington class projects have become institutionalized in the city and, more importantly, alumni of the program have continued to work together in ways that cut across the profit, nonprofit, university, and business sectors to strengthen the community.

ArtsWeek

The annual ArtsWeek <http://artsweek.indiana.edu> was founded in 1985 to provide community access to the outstanding arts programs on the Bloomington campus. Over time, it became broader in scope and now includes Bloomington's many community arts organizations with the slogan "Bloomington: where the arts are always in season." From musical and theater performances to fiction and poetry readings and gallery exhibits, ArtsWeek activities celebrate the diversity of the arts and the artists themselves. The program is coordinated by a committee of IU faculty, staff, and students, along with representatives of the community. Recently expanded, ArtsWeek is funded largely by the IU Office of Research through a grant from the Lilly Endowment, and is tied to an annual theme derived from the campus's New Frontiers in the Arts and Humanities program. Many of the program's projects, including original dance, opera, music, theater, and fine arts pieces, are showcased during ArtsWeek. Recent themes have included the creative process, the arts in our town, and technology and the arts.

The Bloomington Entertainment and Arts District

In 2006, the city of Bloomington <http://www.bloomington.in.gov> unveiled BEAD, the Bloomington Entertainment and Arts District, with input from IU arts leaders. BEAD intends to concentrate both for-profit and nonprofit arts enterprises in a walkable district downtown, and will provide technical advice, special zoning, low interest loans, and other economic tools to enhance the artistic power of the already culturally rich small city of Bloomington.

In contrast to its relative insularity in the industrial era, IUB is a full partner in the major economic initiatives of Bloomington and Monroe County, and the synergies between the campus and the city will probably be among the fastest growing efforts in the next 10 years.

Bloomington as a retirement destination

In recent years, due largely to the proximity of Indiana University with its educational, cultural, and athletic programs, Bloomington has become a popular retirement destination. The city is often ranked among the best places to retire in the United States. For 35 years, the Bloomington Continuing Studies program has offered noncredit lifelong learning courses and forums on current issues taught by IU faculty at local retirement communities and other locations frequented by older adults. The Meadowood Retirement Community, originally founded as the Indiana University Retirement Community, for example, is the largest of these communities, and its residents participate in lifelong learning courses on-site. Campus arts groups—the Auditorium, the Art Museum, the Opera Theater, the Department of Theatre and Drama, and others—work directly with Meadowood and other retirement centers to ensure easy access via group ticket sales and bus services to campus events and programs, thus enhancing Bloomington’s reputation as a retirement community and, of course, serving the needs of retired citizens of the community and surrounding areas.

(For information about Bloomington’s status as viewed by magazines, rating agencies, authors, and surveys, see <http://www.visitbloomington.com/static/index.cfm?contentID=153>).

Campus offices addressing sexism and racism in the community

The Office of Women’s Affairs (<http://www.indiana.edu/-owa/>) provides educational programming in the areas of sexual harassment awareness and sexual assault prevention in the community. The office’s staff speak to local school groups, businesses, and agencies such as Big Brothers/Big Sisters and the Girl Scouts. A student peer interaction group Raising Awareness of Interactions in Sexual Encounters RAISE provides programs for middle and high school students in partnership with Middleway House.

By most accounts, race relations on and off campus have improved significantly in the years since the last accreditation, which, in 1997, took place at what many consider a low point in respect and toler

ance. While challenges remain, the campus, by creating the Office of Academic Support and Diversity and the Big Ten's first vice presidency devoted to diversity, has become much more proactive in promoting racial harmony and mutual respect. The innovative program, Conversations on Race <http://www.indiana.edu/-cor> , has won national awards for its daring and daily dismantling of racial barriers and stereotypes, and has spawned off-campus discussion groups, weekend retreats, and other activities.

Core Component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service

The number and varieties of ways in which the university engages with internal and external constituencies, as described in sections 5a and 5b, provide considerable evidence of IUB's responsiveness to its constituencies and of the value they place on these services. In addition, this section will highlight educational partnerships to benefit K–12 students and potential transfer students and the university's role in economic and educational development for the community, the state, and the nation.

Educational Partnerships for Preparation of Incoming Students

Programs that benefit K–12 students

IU courses available in high schools

The Advance College Project <http://www.indiana.edu/-acp/program/benefits.shtml>, is a concurrent enrollment partnership, also referred to as a dual credit program. Since 1982, students in over 100 participating high schools have taken Indiana University courses for both high school and college credit. The courses are offered at the high schools. Multiple evaluations are in place to assure that instructors use the same syllabus, methods, and assessments as the faculty on campus. Through ACP in 2004–2005, about 2,500 high school students earned 11,539 credit hours, which appear on regular Indiana University transcripts and transfer to all state colleges and universities, as well as to most out of state postsecondary institutions. Former ACP students report a 96% transfer rate. ACP offers 27 courses in 14 departments and is a statewide, collaborative project involving faculty and staff on six of IU's campuses. IU faculty liaisons in participating departments review the applications of interested teachers and those who meet the appropriate criteria are invited to participate in a training seminar (one to five days in length, depending on the content) on the Bloomington or South Bend campuses. After completing the seminar, teachers are certified to offer specific IU courses through ACP. These instructors return to campus each year for review seminars led by faculty liaisons. In addition to serving students, ACP promotes the professional development of secondary teachers through training and collaboration with university faculty.

Improving K–12 education in science and math

The newly formed IU Institute for Science, Technology, Engineering and Mathematics Education (ISTEME) (<http://www.indiana.edu/-istem/STEM/>) focuses on the improvement of education in these

subject areas for K–12 students in Indiana. ISTEME promotes collaboration among IU faculty, schoolteachers, government, and business leaders to address the challenges in educating Hoosier students to be competitive in a knowledge based economy. Researchers identify best practices in teaching and learning and collaborate with schools and other educational groups to bring these practices to the state’s elementary and secondary classrooms. School of Education Dean Gerardo Gonzalez said, “ISTEME is committed to working with educators throughout the state to bring STEM education more prominently into the culture of teaching and learning.”

An evidence-based approach to P–16 education

The School of Education’s new Center for Educational Sciences Research and P 16 Collaboration http://www.education.indiana.edu/P16_SOE_Center_Description.pdf works to establish a culture of research based practice for P 16 educational improvement and professional development for teachers. The center seeks to create partnerships with Indiana secondary schools teaching large numbers of students of color and low income students in order to develop models for best practices related to improving preparation for college. One strategy used by the center is to analyze data on the performance of IU freshmen and provide feedback to the high schools from which they graduated. The center is an essential element of a comprehensive, long term strategy to improve the quality and diversity of students admitted to IU, recognizing that the achievement of these goals will require sustained commitment to university engagement with K 12 schools in Indiana.

A special focus on teaching math

A \$6.2 million grant from the National Science Foundation will help Indiana’s elementary and secondary teachers develop more effective ways to teach math. The grant will support a partnership between the School of Education’s IU Center for Mathematics Education (<http://www.indiana.edu/~iucme>) and the Indiana Mathematics Initiative, a consortium of nine urban school districts in the state. A unique aspect of this professional development effort will be interaction among math educators, mathematicians, and experienced resource teachers to provide training activities for teachers.

Hosting science and engineering fairs

As part of its outreach efforts, IUB hosted the 2006 National Science Olympiad and the 2006 Intel International Science and Engineering Fair. Both of these events seek to increase interest among high school students in science and technology. The science olympiad attracted over 2,400 students from 46 states, and the science and engineering fair is the largest competition of its kind in the world for high school science students. Both of these initiatives represent IUB’s efforts to



Globalization Highlight

promote increased interest in science, math, technology, and engineering through teaching, research, service, and outreach.

Outreach programs in music

The Jacobs School of Music (<http://www.music.indiana.edu>) provides opportunities for local elementary and middle school students to participate in the annual production of Tchaikovsky's Nutcracker through the school's Pre College Ballet Program. The production is offered four times and includes students from the school's ballet department backed by a full orchestra. This initiative allows pre college children to appear in a staged production, enables undergraduate ballet students to work with them in teaching the choreography and preparing them for the performance, and provides a way for the school to involve parents and the larger community. Nearly 100 Pre College Ballet students participate each year.

The Jacobs School of Music also provides five concerts annually for the Monroe County Community School Corporation in the Musical Arts Center, featuring the school's orchestras, the concert band, a jazz ensemble, and portions of opera and ballet performances. These performances are designed for students in grades 2-6, and nearly 900 participate annually. The school underwrites the cost of this program, including transportation for the students.

In addition, the school offers music lessons taught by doctoral students to hundreds of Bloomington area children on several different instruments. Students perform at semi-annual recitals, and many attend summer musical camps at IUB.

Museum programs for area school children

A long-running program of the IU Art Museum (<http://www.iub.edu/~iuam/section.php?returnSection=precollege%5Fteachers&navSection=precollege%5Ftours>) brings hundreds of area fourth grade students to the museum for guided tours, lectures, and hands on art making activities. Weekend programs for families are offered by the museum monthly throughout the year. The Art Museum's counterpart in anthropology and material culture, the William H. Mathers Museum of World Cultures (<http://www.indiana.edu/~mathers/home.html>), offers similar tour and weekend programs, including a popular Archeology Day each September.

Physical education in the schools

Students in the School of Health, Physical Education and Recreation's Physical Education Teacher Education (PETE) Program (http://www.indiana.edu/~kines2/tab_sheets/tab_2006-2007_pete.pdf) spend over 100 hours in schools throughout Indiana. In these field settings, students work one on one with students with special needs, provide



Globalization Highlight



Globalization Highlight

individual and group instruction, and collaborate with physical education coordinating teachers and other school personnel, such as guidance counselors and nurses. PETE students bring new curricular and instructional approaches to the school settings while gaining real world practical experience.

Seminars on Asia for teachers

As one of five members of the National Consortium for Teaching About Asia, the East Asian Studies Center (<http://www.indiana.edu/~easc/>) has offered Teaching About Asia seminars for middle and high school teachers since 1999. Each ten week seminar introduces the culture and history of China, Japan, and Korea and provides teachers with the opportunity to discuss classroom applications and resources. The center also offers a six-day residential summer workshop entitled “Teaching East Asian Literature in the High School” for teachers from throughout the United States and the world. IU Bloomington has several other international area studies centers that offer similar public programs and initiatives for targeted constituencies.

(See the globalization and internationalization self-study for more information on these.)

Progress in transfer and articulation

The Office of Admissions (<http://admit.indiana.edu/>) features a user friendly transfer student web site which contains a variety of information including admission standards, how to apply for admission, financial aid, and scholarships. One of the more popular areas of the site is the Credit Transfer Service, which allows prospective transfer students to look up their current institution and determine which courses will transfer to IUB. Although the list of institutions is not exhaustive, whenever student coursework from a particular institution is accepted it is added to the site. Therefore, all previous courses that transfer now appear on the CTS.

IUB currently accepts about 250 course combinations from Ivy Tech Community College, representing a dramatic increase over the past several years. In 1992 only 4 Ivy Tech courses were articulated. The increase represents state driven initiatives as well as a recent recognition by Bloomington faculty of the role of the campus as the state flagship. In essence, transferability now allows students to begin college work in their home communities and, if successful, to transfer to Bloomington without penalty. A strong advising component helps ensure that transferring students are prepared for Bloomington campus work and are channeled into the appropriate courses.

An Ivy Tech transfer agreement allows associate degree holders to transfer up to 60 credits earned directly into IU's bachelor of general studies degree program. To support this effort, general studies academic advisors visit the Ivy Tech campus on a regular basis to conduct information sessions and meet with individual students. In addition, an orientation course is being planned to familiarize Ivy Tech graduates with the resources available at IU to help them succeed in their studies. Currently in an early stage of development, the plan calls for part of the course to be taught at Ivy Tech and the remainder on the IU campus.

A new program called Hoosier Link allows students who are not currently admissible to IUB to enroll in Ivy Tech courses plus one IU course per semester to improve their academic skills. Participants live on the IUB campus and take part in the full range of student services and activities offered on campus, including specialized advising and academic support services. Upon successful completion of 26 credits with a minimum GPA of 2.5, participating students are eligible for guaranteed admission to IU.

Economic and Educational Development Programs

IUB's role in local economic development

Inc. magazine (May 2005) ranked Bloomington number 19 on its listing of America's best cities for doing business, noting, "Not only is Indiana University the largest employer in town, its faculty and students helped spawn 60 tech related start ups." IU continues to work on several fronts, including through the newly formed city Certified Technology Park and the Bloomington Entertainment and Arts District, to cooperate and lead in creating new economic opportunity for the citizens of Bloomington.

From manufacturing to information and technology

The city of Bloomington has undergone a massive transition over the past 25 years, from a manufacturing economy to a "new age" information based platform. Previously, many of the nation's televisions, elevators, electronics parts, and other items were assembled in Bloomington by the "local" population, with the university forming a more or less insular community on the city's east side. Today, most of the old industrial factories are empty or demolished, replaced by biomedical instrumentation companies Cook, Baxter, etc. , while new, smaller, technology based businesses are springing up rapidly. In 2004 the city of Bloomington created a Certified Technology Park to foster growth in the high tech sector, utilizing existing facil

ities such as the former Showers Brothers Furniture Factory, now converted into an incubator facility jointly managed by the university and a city county campus business incubator group, Inventure <http://www.inventuretech.com>. Recently, the university Trustees announced that several IU-owned properties in the Certified Technology park would be made available for redevelopment by public or private entities to enhance the economic health of Bloomington.

IU and Bloomington: Partners in the life sciences

The Bloomington Life Sciences Partnership lifesciences.iu.edu is a community wide group whose members include the university, the Greater Bloomington Chamber of Commerce, the Bloomington Economic Development Corporation, Monroe County Community School Corporation, Ivy Tech Community College, Bloomington Hospital, and representatives of local industry and government. The goal of the partnership is to better position Bloomington to attract life sciences companies with a particular focus on providing a continuum of education programs from elementary to continuing education to insure an educated workforce in the life sciences. The dean of the College of Arts and Sciences played a major leadership role in this effort, and representatives of the School of Education, the Department of Biology, and Bloomington Continuing Studies, among others, also served on task forces and committees.

Partners in business

The university is an active member of the Greater Bloomington Chamber of Commerce and the Bloomington Economic Development Corporation, and university officials serve on numerous boards and committees sponsored by these organizations. In 1998, university, city, county, and business leaders formed the Indiana University/Bloomington Business Partnership to expand IU's critical research and development efforts throughout the community. In its short tenure, IUBBP has worked with local and state officials to fund economic development initiatives that respond to both community and university needs. One tangible result of this partnership is the new cancer treatment center the Midwest Proton Radiotherapy Institute, housed at the IU Cyclotron facility. MPRI has already spun off a promising technology venture, headquartered in Bloomington, which will spread proton therapy projects throughout the country. The new company, Procure, has already attracted 35 million in venture capital.

Bloomington Continuing Studies and economic development

Bloomington Continuing Studies continue.indiana.edu provides a number of career-oriented noncredit courses and certificate programs, offered evenings at community locations, to help keep the local workforce competitive. One notable example is the Managing

in the Life Sciences Industry certificate, developed in conjunction with local life sciences firms, which won the “program of the year” award for innovative programming from the Indiana Council for Continuing Education. Steve Bryant, director of the Bloomington Life Sciences Partnership, noted that the program “was developed and implemented in record time for our industry partners, and it will serve as the springboard for other programs in the life sciences.”

In addition, customized contract training programs are offered by Continuing Studies for employers in the region. Recent programs have included project management for employees of Baxter Pharmaceuticals and a yearlong leadership development program for Morgan Hospital and Medical Center. Continuing Studies’ Community Advisory Committee serves as one of the campus’s links to the larger community, and discussion of workforce development needs is a regular topic at their meetings.

IU’s focus on engaging the state of Indiana

In 1998, President Herbert announced a university-wide program called Advancing Indiana mentioned earlier in Criterion 5a and created an internal task force to focus and expand the university’s role in economic development in the state of Indiana. A number of the task force’s recommendations specifically addressed outreach and engagement activities, including the creation of a central point of contact for external constituencies seeking the university’s participation in economic development activities. In addition, an increase in workforce development activities was proposed, as were additional programs to promote business formation, assistance, and entrepreneurship. Also, making the university’s world class music and arts programs available to citizens in Indiana, as well as other programs that promote culture and the humanities, was identified as a priority. President McRobbie’s creation of a new vice president for engagement will enhance these efforts as well.

A strategic plan for the life sciences

IU’s 2006 Life Sciences Strategic Plan <http://www.lifesciences.iu.edu> will advance the life sciences throughout the state with investments in infrastructure and research, increased national recognition for research and academic programs, and expanded entrepreneurial activities and grant awards. The plan will promote the creation of new businesses based on IU research discoveries, increase transfer of faculty discoveries to the private sector, and enhance education for the next generation of life scientists. The state will benefit from new jobs created by biomedical firms, as well as from the opportunity to license technologies and build new products for global markets. New

academic programs will provide Indiana students with opportunities to obtain high paying jobs in the state's life sciences industry. An educated workforce will attract additional biomedical firms and encourage existing ones to expand in Indiana.

The Kelley School of Business has launched a new workshop series and web site to assist the state's healthcare and life science industries with learning best practices and new ways to collaborate. The Indiana LifeSC Initiative <http://www.kelley.iu.edu/lifesc/> is led by Larry Davidson, a business economist who previously worked with the state government on global trade issues. The first workshop in the Indiana LifeSC Collaboration Series took place in 2005 on the Bloomington campus, with other free workshops following around the state. Topics include commercialization of life science products, combination products in life science industries, and research and development management.

A new partnership between IU and Biocrossroads will help the university move laboratory discoveries to the marketplace more quickly. Biocrossroads is a privately funded organization that serves as Indiana's primary connection with companies and potential sources of capital that are seeking to invest in Indiana based life sciences enterprises. Under the new IU Biocrossroads agreement, <http://www.lifesciences.iu.edu>) Biocrossroads will provide staff to help IU identify the market potential of current research projects, especially those in the School of Medicine and at the Bloomington and IUPUI campuses.

Examples of SPEA's service to the state

The School of Public and Environmental Affairs (SPEA) sponsors a project entitled the Indiana Nonprofit Sector: Scope and Community Dimensions <http://www.indiana.edu/-nonprof/>. The outcomes of the project include the first comprehensive database of Indiana nonprofit organizations, a survey of over 2,000 Indiana nonprofits with key findings summarized in online survey reports, an analysis of employment in Indiana nonprofits, and analyses and comparisons of the nonprofit sector and nonprofit employment in communities across the state. Since 1999, 48 graduate students have been employed by the project and have participated in a broad range of tasks, including data collection and analysis, presentations, and publications. A large advisory board of philanthropic and state leaders identifies priorities for analysis and assists in disseminating findings. The board includes the Indiana Secretary of State, the president of the Indianapolis Chamber of Commerce, and the president of United Way of Central Indiana, among others.

SPEA provides technical assistance to the state of Indiana's Office of Management and Budget by having a faculty member, John Mikesell, serve on the agency's Revenue and Technical Forecasting Committee. This committee, comprising appointees of the governor and both political parties, provides the governor and General Assembly with revenue forecasts for the development of the biennial budget and for possible adjustment of the budget on an annual basis. Professor Mikesell brings this expertise and involvement back to his SPEA classes by having students work on forecasting problems. His graduates have served in a number of state revenue forecasting positions in Pennsylvania, Arizona, and New York, as well as on the Indiana Revenue Forecast Technical Committee.

SPEA Associate Dean Kurt Zorn serves as director of the Indiana Bond Bank, which was created by the General Assembly in 1984 to serve as a financial conduit for qualified entities in the municipal bond market.

The IU Libraries: A resource for the state of Indiana

As the collections resource for the state, IU's Herman B Wells Library <http://www.libraries.iub.edu/index.php?pageId=89> provides Indiana businesses, public libraries, schools, and residents access to more than 6.5 million books and bound journals, more than 60,000 electronic resources, computers, space to conduct research, and reference assistance. Indiana citizens can access the library's online catalog and request materials for loan through their local public library. Last year, nearly 17,000 items were requested through inter library loan. The IU Libraries include branches on every campus and several each in Indianapolis and Bloomington. Known nationally for their size and comprehensiveness the IU Library collections are the nation's 13th largest, the IU Libraries are also renowned for their accessibility. For example, the Lilly Library of Rare Books, one of the world's foremost English language rare book collections, was featured in *The New Yorker* for its openness. Any citizen may view virtually any volume contained within the library, including a Gutenberg Bible, a Shakespeare First Folio, and many unique documents. Any Indiana resident may check out circulating materials from any IU library.

The Indiana Geological Survey

The Indiana Geological Survey IGS <http://igs.indiana.edu> provides information related to the geology and natural mineral and water resources in the state of Indiana, including publications such as research reports and geologic maps geared for professionals in the field. In addition, the IGS education and outreach efforts seek to translate the results of basic and applied research into terms that educators and interested lay people can understand and use. One of

the IGS's most popular initiatives is its relationship with the Hoosier Association of Science Teachers. The IGS provides assistance to science teachers through workshops, lectures, and teaching aids, including a popular CD-ROM that includes classroom activities and maps. The IGS Web site also provides resources for educators and other interested citizens, including the Geographic Information System GIS Atlas of Indiana which allows users to create customized maps and zoom in to any desired location in the state.

Taking musical performances “on the road”

In 2005, President Herbert initiated the Moveable Feast of the Arts program www.advancing.indiana.edu/enrichment/arts.shtml by charging the Jacobs School of Music with taking musical events that originate on the Bloomington Campus to other locations around the state. Additional arts units at IUB are now also involved. While there have been highly visible events as part of this program the IU Philharmonic Choir and performances of Mozart's Mass in C Minor—of equal significance are the smaller, less visible ones. Several student ensembles and chamber groups have performed in public elementary and high schools in surrounding counties, choosing in particular those schools that no longer have music programs. Students not only perform, but also give presentations on their instruments.

IU Bloomington as a national resource

IU Bloomington's national reputation is rooted primarily in its faculty's research across many disciplines. The campus has many more programs and projects designed to serve a national constituency than can be listed here, but the following examples give some idea of their variety and potential impact:

- The Eppley Institute for Parks and Public Lands <http://www.eppley.org> trains National Park Service workers throughout the nation each year and provides other important services and resources to state, national, and local park directors.
- The IU Global Network Operations Center manages several national computer networks and provides training to institutions and individuals joining the networks, including Internet2, TransPac, LambdaRail, and several others.
- The Center for Postsecondary Research <http://education.indiana.edu/pprcenter.html> promotes student success and institutional effectiveness through research and service to postsecondary institutions and related agencies. The center produces the National Survey on Student Engagement NSSE and other related products that are used by hundreds of higher education institutions and policymakers to improve student faculty interaction and student involvement in learning.

- The Center for Evaluation and Education Policy (<http://ceep.indiana.edu/>) provides evaluation services to school districts nationwide and produces studies and policy papers addressing difficult questions such as the racial achievement gap, the school calendar, the effectiveness of federal and state educational policies, charter schools, and many other topics.
- Quest Atlantis (<http://www.crlt.indiana.edu/research/qa.html>) is a Web based role playing game which helps foster science and discovery through a technology rich environment. Combining education, entertainment, and moral dilemmas, the game permits children from diverse socioeconomic backgrounds to travel to 3 D worlds where they can select engaging quests, talk with other “Questers” and mentors, and build virtual personas. The program is currently being used by thousands of elementary school students in Indiana, Florida, Australia, and Denmark.
- The School of Continuing Studies (www.scs.indiana.edu) offers high school and university level courses for students at a distance through its Independent Study Program. Through a combination of online and correspondence courses, students may pursue associate in arts and bachelor’s degrees in general studies, or a master’s degree in adult education. The school’s award-winning IU High School Diploma Program, established in 1999, provides secondary students with the opportunity to complete or earn a high school diploma at a distance. Over 1,200 students have been admitted to the program since its inception and nearly 200 have graduated.
- Each June, the award-winning Mini University (<http://continue.indiana.edu>) attracts over 450 participants from 30 states to the Bloomington campus for what Frommer’s Budget Travel and MSNBC have called “one of the nation’s best learning vacations.” One hundred of IUB’s most accomplished teaching faculty are invited to teach mini courses in the weeklong program, on topics including current events, arts and humanities, science and technology, health, and education. These presentations are supplemented by cultural and social activities.
- The Center for Econometric Model Research (<http://www.indiana.edu/~cemr>) prepares and presents forecasts of the national, state, and regional economies. Forecasts are presented at quarterly meetings to subscribers to the service, including private sector firms and governmental units. In addition, national and state forecasts are used by the Business Outlook Panel of the Kelley School of Business in their annual economic outlook. Components of the forecast are used for quarterly briefings of state government officials conducted by the Indiana Business Research Center.

- The IU Alumni Association and Bloomington Continuing Studies are piloting the use of podcasting to provide lifelong learning opportunities for IU alumni and keep them connected to the university. A series of conversations with IUB faculty who presented at the 2006 Mini University program is being recorded by the Division of Broadcast and Electronic Media and will be made available to alumni and the public on the IUAA and continuing studies web sites. If this pilot project is successful, additional lifelong learning offerings will be made available using this technology to reach IU graduates throughout the United States and internationally.

(See Criterion 4 for more detail on specific research projects, and the globalization and internationalization section of this document for an in-depth review of IUB's international engagement programs and initiatives.)

Evaluating External Programs and Services

Schools, academic departments, and other units use a variety of means to evaluate programs and services provided to external groups. Participants in programs such as Mini University complete a detailed written evaluation at the end of the week; results are communicated to faculty who teach in the program and are also used to make modifications for future Mini University programs. More traditional course or workshop based activities such as those provided by the School of Education's Office of Professional Development or Bloomington Continuing Studies' various noncredit courses typically administer end-of-course evaluation questionnaires. Many units that offer programs for external audiences (the Kinsey Institute and the Bloomington Life Sciences Partnership, for examples) use advisory groups to develop and evaluate programs, and accrediting organizations also play a role in evaluation for professional school and departmental activities.

Students who volunteer through the campus's many service learning efforts or through the Volunteer Service Bureau debrief orally and complete written evaluations of their service. As a participant in the well known National Survey of Student Engagement, which is headquartered here, IU receives feedback each year from a random sample of students concerning their engagement in both on campus and off-campus activities.

Faculty who list service on their tenure and promotion dossiers are evaluated at those critical junctures of their careers, but all faculty and many staff are also required to detail their volunteer involvements as part of their annual reports. At this time, no campuswide effort has been made to measure the depth, width, and ubiquity of the campus's service efforts in Bloomington and beyond. Once the current project to convert faculty annual reports to an online format is completed, such service will be easier to quantify.

In the meantime, we believe that the number, variety, and duration of the many forms of engagement described in Criterion 5 make it clear that these are valued by both internal and external constituencies. The participants in these programs and services vote, so to speak, with their time or, in some cases, with their dollars. In this highly competitive marketplace, services that are not valued by one or more of the university's key constituencies simply could not survive.

*Criterion 5
Concluding Statement*

Challenges of engagement in the years ahead

The last decade has brought great change to the concept of service at Indiana University. No longer are students and their volunteer organizations content to work exclusively on campus; no longer is faculty “service” as a tenure and promotion consideration restricted essentially to activity within the discipline. To a greater degree than ever, students, faculty, and staff form the backbone of many nonprofit organizations in Bloomington. Faculty members create initiatives to spread the wealth of the campus’s technology as well as its knowledge; increasingly, they work overseas and in collaboration with others. Service learning, a little known pedagogical experiment ten years ago, has now taken hold on the campus and is utilized by many faculty as a learning experience and team building opportunity for students. The Bloomington Faculty Council is considering, in its re-engineering of the general education curriculum, a service learning or experiential learning requirement that would no doubt support area nonprofits and businesses.

Over the next 10 years the campus will likely face challenges regarding issues such as the changing role of service and engagement in faculty tenure and promotion, the role of and support for service learning and other forms of engagement in the curriculum, and the campus’s evolving and intertwining emphases on research funding, graduate education, and economic development through technology transfer. The recent designation of a new university vice president for engagement reaffirms that IUB’s administration and Trustees are ready to address these challenges.

