

INDIANA UNIVERSITY

Lilly Endowment

**Initiative to Promote Opportunity
through Educational Collaboration**

Progress Report **3** of 6

Grant Number: 2003 1933-000

January 1, 2005 to June 30, 2005



INTRODUCTION

The third report on Indiana University Lilly Endowment Initiatives to Promote Opportunity through Educational Collaboration summarizes our progress during the last six months toward achieving the goals described in the original proposal. This report contains eight sections. This section is a summary of Indiana University's progress during the period January through June 2005. Sections two through eight provide detailed reports from each campus.

OBSERVATIONS

July 2005 marks the half-way point in the grant period, and each campus has developed strategies and programs tailored to meet the needs of its region. At this point, all campuses have implemented programs that will result in meeting or exceeding the goals set in the original proposal. As each campus increases the number of community collaborations, internship and service-learning opportunities, there is a corresponding increase in campus and community interest in addressing the "brain drain" problem in Indiana. During the current reporting period, campuses reviewed and updated implementation plans based on their experience during the first year of the grant. We summarize the highlights from the campuses in this section. Reports from each campus provide more detailed descriptions of these modifications and accomplishments.

The campus program directors meet two times per semester to share information and to discuss challenges. We mentioned in the last report that we identified an unexpected problem in 2004. During a directors' meeting we discovered that most campuses were having great success creating new internship and service learning opportunities in their regions, but a substantial number were not filled. As we discussed this problem, it became clear that the traditional internship format does not work for many students. Semester-long, applied work opportunities that require a time commitment of 10 to 20 hours per week do not fit into many students' lives. Once we began to think about the situation, it was very clear that nonresidential, nontraditional students who juggle a home life, full- or part-time jobs and, often, full-time college enrollment, do not have time to handle the additional time commitment of an internship. This is especially true for students who need to work to provide for themselves and/or their families. Furthermore, residential, traditional-aged students' lives have changed as well. Now a majority of these students are working, as many as 20-plus hours per week. This increase in work corresponds with increases in the average time to graduation for full-time beginner students across the county. After thinking more strategically about this situation, we knew it was essential to reconceptualize the structure of applied work opportunities.

Campus directors reaffirmed our belief that applied learning opportunities are becoming a more important aspect of undergraduate education, while the traditional internship format is becoming less effective. Based on these observations the group has participated in some interesting and informative discussions about new ways to think about internships. What seemed simple became rather complex as campuses shared their experiences. Internships are known as formal experiences embedded in the academic structure of a unit, discipline, or school (i.e., the School of Business), and commonly limited to junior and senior students. In these settings, internships are credit-bearing experiences with faculty oversight that can vary in length, compensation, and credit; often internships are with businesses or trade associations.

There are experiential opportunities that have the title of internships but exist in nonprofit organizations and often do not include a stipend and may or may not have faculty supervision. There are also service learning experiences, which are usually part

of the requirements of credit-bearing academic courses. These assignments usually require students to participate in volunteer work in a nonprofit organization. Often these are non-paying positions and have varying levels of faculty involvement.

We are continuing our work to identify and define new ways to incorporate applied learning opportunities into the undergraduate and graduate curriculums. We conducted a literature search that did not produce any useful information, had a "brainstorming" session, and reviewed the types of internships that are currently being offered on IU campuses. Early in the fall semester we will invite career services personnel, faculty, and administrators to join us for a one-day working session to consider new approaches to applied learning. At this gathering, we will develop a strategy for creating effective applied learning opportunities for the twenty-first century student.

SUMMARY OF PERFORMANCE INDICATORS AND CAMPUS HIGHLIGHTS

We are tracking three direct progress indicators—increased number of students served in internships, increased number served in service learning programs, and number of community contacts. As Tables 1 and 2 show, campuses continue to increase internship and service learning programs for students. Campuses are also increasing contacts and building relationships with businesses and community organizations in the nonprofit sector (See Table 3).

These contacts are producing internship possibilities and collaborative interactions with faculty/student teams. Campuses are sponsoring events, such as job and internship fairs, women-in-business panels, and CEO roundtables, to engage the community. These opportunities also help the community understand the rich economic resources that the university can provide.

Working with community partners is a win-win situation. Contact with these businesses and organizations provide the opportunity for them to learn about the quality of Indiana University students as potential employees. Students have opportunities to increase work skills that will enhance their potential value to Indiana employers when they graduate.

TABLE 1
Number of Additional Internship Placements in Local Businesses

Campus	Goal from Proposal for the Grant Period	Internships as of December 2004	Internships for Jan. - Jun. 2005	Total Internships to Date
BLOOMINGTON	55	12	14	26
IUPUI	900*	66	510	576
EAST	12	3	6	9
KOKOMO	30	17	16	33
NORTHWEST	15	3	9	12
SOUTH BEND	200	42	43	85
SOUTHEAST	10	32	50	82
INDIANA UNIVERSITY	1,222	175	648	823

*We divided the figure reported previously (1,800) between Table 1 and Table 2 to accurately reflect the work on the IUPUI campus.

Community partners also have a chance to use faculty expertise to help increase business and organization potential, while the university learns more about community needs. Increasing the emphasis on university–community partnerships benefits both. The result of the growing contacts with community partners is evidence of a successful engagement strategy.

For those students and organizations that have entered into new internship opportunities, the reactions have been very positive. Two campuses have regular group meetings with student interns so they can share experiences. This process allows students who are engaged in internships to help each other get the most out of their experience and provides a forum to let additional students obtain an inside look at internship opportunities. These meetings are helping to increase student interest in internships and service learning positions. The IU Bloomington, IU Kokomo, IU East, and IU Southeast campuses are exposing students

to entrepreneurship through campus forums, class presentations, and regional conferences.

The IU Bloomington, IUPUI, IU Northwest, IU South Bend, and IU Southeast campuses are pairing faculty expertise and consultation with the needs of local entrepreneurs. Faculty members often use these collaborations to include students in the process, thereby providing an inside look at the opportunities, risks, and challenges of running a business. IU Kokomo, IU South Bend, and IU Southeast are using grant funds to build additional applied learning positions in small businesses and nonprofit organizations. Many small businesses and nonprofits believe that they need an intern, but do not think that they have the funds to pay an intern; in addition, many students find it difficult to understand the value of internships before they have the experience. Campuses are addressing these issues by working with companies and organizations to create partially

TABLE 2
Number of Additional Students Participating in Service Learning

Campus	Goal from Proposal for the Grant Period	Service Learning Participants as of December 2004	Service Learning Opportunities for Jan. - Jun. 2005	Total Service Learning to Date
BLOOMINGTON	95	22	73	95
IUPUI	900	0	862	862
EAST	108	40	42	82
KOKOMO	150	5	242	247
NORTHWEST	300	---	15	15
SOUTH BEND	---	---	---	---
SOUTHEAST	10	50	100	150
INDIANA UNIVERSITY	1,563	117	1,334	1,451

TABLE 3
Number of Contacts with Potential Community Partners

Campus	Goal from Proposal for the Grant Period	Internships as of December 2004	Internships for Jan. - Jun. 2005	Total Internships to Date
BLOOMINGTON	525	157	202	359
IUPUI	---	100	75	175
EAST	100	20	26	46
KOKOMO	60	34	30	64
NORTHWEST	100	10	9	19
SOUTH BEND	---	41	49	90
SOUTHEAST	10	25	30	55
INDIANA UNIVERSITY	795	387	421	808

supported paid internships. The basic model is that the university negotiates an agreement in which grant funds are used to fully pay for the cost of an intern for a specified term (often one semester), and then the employer begins to pay an increasing percent of the internship cost. We will continue to evaluate how well this approach works. At this point, both employers and students are excited about the program.

We have now established leadership on all campuses and developed improved programs to accomplish the grant goals, and the second half of the grant period looks very promising. You will notice that the Northwest and East campuses went through leadership changes with little overlap between directors. This transition has caused some delays, but the leadership on both campuses is now in place, has a clear understanding of the grant goals, and is on track to make significant progress in the next six months toward the outcomes described in the original grant proposal.

REPORT GOALS AND IMPLEMENTATION

Our work is designed to accomplish four grant goals, which are:

1. Internship, job development, and placement in business.
2. Service learning, internships, job development, and placement in not-for-profit organizations.
3. Community-university partnerships to support increased economic opportunities.
4. Support of entrepreneurial development.

GOAL 1: INTERNSHIP, JOB DEVELOPMENT, AND PLACEMENT IN BUSINESS

Internship development continues to be a primary activity for most campuses as businesses see the benefits of tapping the talent pool at Indiana University. Internships with small- and medium-sized companies provide the most promise for growth, and subsidized programs are providing positive experiences for companies and students.

The IU Bloomington campus reported that 16 students received full-time positions with life sciences firms as a result of successful internship opportunities. Most of these positions were offered by Indiana-based companies. These students share information from their internship experiences through an end-of-internship presentation, which outlined key contributions made to the hosting company and key lessons learned from the opportunity. This process highlighted the benefits of internships.

The IUPUI campus placed students in 135 business internships in the past six months and attributed much of this success to a focused Solution Center staff and a strengthened economy. The campus is also finding continued benefits of the IUPUI Internship Council created in July 2004. This spring the council adopted common definitions for internships, service learning, and other student experiential learning opportunities. IUPUI shared this work at the campus directors' meeting and laid the foundation for an ongoing discussion for this project.

IU East moved resources dedicated to the micro-lending fund to support the development of

sustainable internship opportunities. IU East is exploring new internship formats to accommodate their student population, who tend to be commuting students with family and work responsibilities. Internships that are week-long opportunities or that occur over several weekends are being considered.

The IU Kokomo campus placed eight students in new internships during the current reporting period, despite working in an area of the state with a stagnant economy. They also recognized the challenges of recruiting students to participate in non-paid internships and working with small- and medium-sized businesses who cannot afford to fund internships. This seems like a Catch-22, but grant funds will be committed to these internships so that students and companies can see the benefits of participation and support. The IU Kokomo staff continues to expand their contacts with businesses and organizations, which will lead to more internship opportunities in the future.

The IU Northwest campus continues to develop a campuswide system to coordinate internships. This system will help with tracking, facilitating, and evaluating internships across several schools and units. Nine students were placed in internships in the past six months. In addition, student/faculty collaboration on applied research projects continues and is leading to increased community interest in internships.

The IU South Bend campus continues to have success with the Interns@Work program. This program informs students about the benefits of internships and outlines steps for a successful internship experience. IU South Bend completed the final copy of a student handbook for internships and the first draft of an employer's handbook. The increased interest in internships can be attributed in part to the distribution of the student handbooks. The IU South Bend campus allocated grant funds to increase the hourly rate for internships to compete with the local economy. Students are now more attracted to these internships as they help supplement the costs of education.

The IU Southeast campus completed an *Employer View Book*, which has been used extensively in presentations related to internships. Use of the *View Book* has heightened awareness of internships among employers, who found the resource informative and helpful. Exploration has begun on a Dale Carnegie course for

prospective student interns. Sophomores, juniors, and seniors will be invited to attend this course, which should improve the quality of interns from the campus. IU Southeast held a seminar on Minority and Women Owned Businesses.

GOAL 2: SERVICE LEARNING, INTERNSHIPS, JOB DEVELOPMENT, AND PLACEMENT IN NOT-FOR-PROFIT ORGANIZATIONS.

Service learning is usually associated with experiential learning opportunities in the not-for-profit sector. Much of the work with the not-for-profit organizations in communities across Indiana are unpaid positions. Many of the IU campuses sponsored events that introduced students to the array of service learning opportunities available in the local community. Clearly, not-for-profit organizations benefit from the skills and interests of students and faculty members.

On the IUPUI campus, 20 internships were supported in the last six months, with many additional contacts made to explore future opportunities.

The IU Kokomo campus held a Community Service and Internship fair that attracted 36 organizations and more than 200 students. The grant also supported course development in service learning by IU Kokomo faculty.

IU Northwest created an expanded Service Learning Campus Plan which will be used by the campus community as they incorporate service learning into the curriculum. The IU Northwest campus offered an intensive leadership training experience for students as they prepared for internships and other experiential learning opportunities. In addition, 11 faculty/student teams worked on applied research projects, mostly in not-for-profit organizations. Fifteen students were involved in service learning opportunities in the spring semester.

At the IU South Bend campus, most of the internship interest by employers and students was in the not-for-profit sector; approximately 75 percent of the internship placements in the last six months were in not-for-profit organizations. Many of these have the potential to lead to jobs following graduation.

IU Southeast sponsored a Community Service and Internship fair that hosted 41 community agencies and attracted 150 students. The Volunteer Center also connected 60 student organizations with over 160 agencies in the surrounding community. Students can now use the Web-based Volunteer Incentive Program to view opportunities in these agencies.

**GOAL 3: COMMUNITY-UNIVERSITY PARTNERSHIPS
TO SUPPORT INCREASED ECONOMIC
OPPORTUNITIES.**

As relationships with businesses and community organizations develop, the possibilities for additional economic opportunities will increase. Many campuses made significant progress in developing these relationships.

The IUPUI Solution Center staff increased their outreach in the past six months to 75 new companies and organizations. Clarion Health filled 30 new summer internships as a result of these outreach efforts.

IU Northwest made nine contacts with community organizations in the past six months despite a leadership change.

IU South Bend partnered with nine local colleges and universities to sponsor a Career and Internship Fair in March that hosted 135 employers and attracted over 650 job seekers. A total of 65 of these employers offered internships in both the not-for-profit and the business sectors.

The IU Southeast campus hosted an April meeting of the Community Partners Council, which helped expand the discussions about the goals of the Lilly Endowment Initiative grant among community businesses. This council provides a valuable feedback loop between the campus and the organizations as they partner to advance student learning.

**GOAL 4: SUPPORT OF ENTREPRENEURIAL
DEVELOPMENT.**

The support of entrepreneurial development helps start-up and growth companies utilize resources of the faculty and students to support their next phase of expansion and development. It also provides students an opportunity to see the planning required for growth and the challenges faced by Indiana entrepreneurs. In some cases, these internships with small entrepreneurial companies will lead to full-time employment.

The IU Bloomington campus focused much of its efforts on this goal. Several programs over the past six months targeted the entrepreneur and provided multiple opportunities to interact with students. Two such opportunities included the Entrepreneur-in-Residence program and Entrepreneur Day. Both programs were designed to bring nationally known entrepreneurs to campus so students could hear about the success and challenges of starting and/or expanding a new business. Students also attended several different business forums related to the health industry, business planning, and venture capital. This work has been augmented by development of entrepreneurial courses that cross school boundaries at Indiana University Bloomington.

At the IU East campus, the Students-in-Free-Enterprise (SIFE) chapter sponsored seven campus-based projects that helped the community understand the potential of its economic base. The SIFE chapter was also recognized as the Rookie Team of the Year at a regional competition with other chapters.

On the IU Kokomo campus, the January meeting of the Entrepreneur-to-Entrepreneur Forum provided local businesses a chance to brainstorm about goals. Students were invited to hear these entrepreneurs discuss their need for information.

IU Southeast developed an Entrepreneurship Training Seminar, which will be offered to students and recent graduates this fall. In addition, HelpNet, a faculty-student support network, was established to facilitate the discussion of common interests by regional businesses.

INDIANA UNIVERSITY BLOOMINGTON

SUMMARY

During the last six months, we formed the campus grant leadership team. In January 2005, Donald F. Kuratko began work as the new Jack M. Gill Chair of Entrepreneurship and as executive director of the Johnson Center for Entrepreneurship and Innovation (JCEI) in the Kelley School of Business. He also serves as the Bloomington campus director of this grant. Timothy J. Boeglin became the director for the grant-supported Entrepreneurship Law Clinic, and is establishing legal/business projects for JD/MBA students to work directly with emerging Indiana-based companies. In March 2005, Kelli S. Conder joined the JCEI staff as manager of entrepreneurial corporate relations, and Laura Hohman became executive assistant.

During this reporting period, approximately 289 Kelley School of Business students participated in grant-supported service learning and internships, increasing their entrepreneurship knowledge as well as their contact with entrepreneurs. These students participated in the national Velocity Conference, the Entrepreneurial Innovation Laboratory, the Entrepreneurship Law Clinic, the MBA Entrepreneurial Management Academy, outreach activities of the JCEI, the Entrepreneur-in-

Residence program, and Entrepreneur Day. The College of Arts and Sciences and the Kelley School of Business, through the new Johnson Center for Science and Entrepreneurship, developed a structure for increasing entrepreneurial learning opportunities for arts and sciences students. The center immerses science students in entrepreneurial projects in collaboration with business students. In this period, the School of Public and Environmental Affairs and Kelley School of Business began to develop a new concentration in social entrepreneurship; the Department of Telecommunications and the Kelley School of Business created a new joint degree program (MIME/MBA). In addition, several new courses and seminars were developed in the Kelley School.

In order to support the development of entrepreneurial thinking on the IU Bloomington campus, we also established a number of initiatives in the last six months. First, we created the Entrepreneur-in-Residence program to bring nationally recognized entrepreneurs to the campus to interact with students. Second, to promote entrepreneurship across the campus and increase the understanding and appreciation for entrepreneurial development, we sponsored a national speaker for Entrepreneur Day. Third, students attended several conferences, which immersed them in relevant practical experiences.

PROGRESS REPORT ORGANIZED BY UNIVERSITY GRANT GOALS AND CAMPUS INITIATIVES

GOAL 1: INTERNSHIP, JOB DEVELOPMENT, AND PLACEMENT IN BUSINESS

A: Placement in internships and permanent positions

The entrepreneurial corporate relations manager has primary responsibility for achieving this goal. Creating the new position has had a profound impact on our ability to find and secure internship opportunities targeted at life sciences and emerging technology companies. Kelli S. Conder began acquainting herself with numerous Indiana companies and establishing future internship and employment opportunities. We now have a focused effort on the experiential component of the MBA in Entrepreneurship program, building on our students' backgrounds in entrepreneurial and innovative thinking.

Our goal has been to increase Bloomington students' awareness of the employment potential in the state of Indiana. Our goal this reporting period was to immerse students in experiences with Indiana companies. With the help of funding from this grant, the Johnson Center assisted 15 students to fill 12-week internships with Indiana start-up companies. Host companies included the Indiana Research and Technology Corporation, Inproteo, Indiana Venture Center, Burwood Group, Medical Decision Modeling, and Pearl Street Ventures. The student interns are working on a range of projects, such as product pricing, launch strategy, market research, decision modeling, and financial analysis/forecasting, as well as creation and execution of business plans. Students send monthly progress reports to the Johnson Center summarizing their projects. At the end of the internships, students made 20-minute presentations outlining what they learned and the contributions they made to their host companies. Sixteen students have secured permanent employment positions with life sciences firms, such as Johnson & Johnson, Cook Inc., Guidant, Lilly, Roche, Bristol Myers Squibb, and Merck.

B. Continuation of the Velocity Conference:

This year's Velocity Conference was held March 4–5 at Boston University's Graduate School of Management. The conference provided 18 Kelley School of Business Entrepreneurial Management Academy students with an opportunity to hear from entrepreneurs and venture capitalists. The Kelley students were joined by MBA students from Rice University, Massachusetts Institute of Technology, and Boston University. Scott A. Jones, an inventor/entrepreneur who holds several patents including one for voicemail, received the Velocity Award at this year's conference banquet. The award recognizes Jones' contributions to the acceleration of entrepreneurial careers and support of the MBA Entrepreneurship Management Academy. A graduate of Indiana University, Jones continues to actively build businesses that capitalize on advanced technologies. He is founder/chairman of one of Indiana's leading venture capital firms, Gazelle Tech Ventures, as well as founder/chairman of several other high-tech companies.

Thirty-three students completed conference evaluation forms; 70 percent rated the conference as "outstanding," while 30 percent gave it an "above

average” rating. Additional information from the evaluations will be used to adjust the spring conference, which will be hosted by Syracuse University in New York City.

C: Creation of the Entrepreneurial Innovation Laboratory at the Johnson Center

The Entrepreneurial Innovation Laboratory is designed to support the commercialization of life sciences and other high-potential research technologies developed by Indiana University faculty. MBA students have the opportunity to bridge the gap between scientific research and business opportunities by conducting feasibility studies, doing extensive marketing and competitor analyses, and preparing detailed business plans. Student projects started last fall through the New Ventures Lab were completed during the spring semester.

The summaries for each of these projects follow.

The Midwest Proton Radiotherapy Institute (MPRI) Team provided a comparative analysis of the cost structures (from both the patient and society perspectives) for treating rectal carcinoma with conventional therapy (i.e., the traditional diagnostic workup of sequential examinations, surgeries, and/or adjuvant chemo-radiotherapy) versus using proton therapy at some point in the procedural flow. This report encompassed both a comparison of the economic impact of two different approaches in treatment and assessment of various rectal carcinoma demographics. The comprehensive report, submitted by Dan O’Neill, will serve as a model for the final analysis of MPRI’s study on treatment of rectal carcinoma and may become a national model.

The RightRez Team studied a cruise line reservation company. The project reviewed correct pricing and product offerings for the current customer base and identified future customers and possible offerings. Current product offerings were studied and were found inconsistent with customer expectations and competitive pricing. Recommendations were made for new products, new market exploration, and price points to obtain greater market penetration.

Venture Lab customers reported that student teams provided a valuable service to their companies plus

excellent attention to detail. These experiences allow our students to participate in the Indiana entrepreneurial economy and increases their interest in full-time employment in the state. Our goal is to increase the number of these projects in the fall.

With the completion of these projects, the New Ventures Lab was reorganized and renamed the Entrepreneurial Innovation Laboratory. The new name focuses on *all* of the innovations occurring across the campus.

D: Establishment of the Entrepreneurship Law Clinic

We established the Entrepreneurship Law Clinic (ELC) to foster collaboration between IU Bloomington School of Law students and Kelley students on projects with emerging Indiana companies. Since the services of the ELC are new, they must be introduced to companies to build credibility. Director Timothy Boeglin continues to introduce the ELC to the Bloomington, Indianapolis, and IU communities. Among those introduced to the services of the ELC were:

- Mickey Mauer, president of the Indiana Economic Development Corporation; Lynn Coyne, IU assistant vice president for real estate and economic development; Ted Widlanski, associate dean for research and infrastructure, IU College of Arts and Sciences; Mark Long, president and chief executive officer of the IU Emerging Technologies Center; Steve Bryant, director, Bloomington Life Science Partnership; Brian Kleber, regional director, Indiana Small Business Development Center and director, InVenture Business Incubator; and Peter Yonkman, general counsel, Cook Inc.

Boeglin met with potential ELC clients and several projects are scheduled to begin during the fall semester. The projects include forming a legal entity for a Bloomington-based health information exchange; researching risk management issues for a Bloomington-based life sciences cold storage facility; forming a legal entity for a group of IU MIME (Masters in Immersive Mediated Environments) students who are creating interactive software for the gaming industry; and researching copyright and

other intellectual property issues related to a software product designed to scan computer hard disks for pirated music files and to facilitate purchase of legal copies.

An advisory board has been created to guide the ELC's development. The clinic's two faculty advisors, Donald F. Kuratko (Kelley School) and William Henderson (School of Law) will also serve on the board. The board's first meeting was June 13, 2005. Boeglin developed a Law and Entrepreneurship course for ELC interns. In April, the School of Law's Educational Policy Committee gave final approval for the course and seven JD/MBA students have registered for the new fall class. In addition, Boeglin has recruited Bloomington and Indianapolis companies to place masters of law students in their legal departments. Interns have been placed at Cook Inc. and Kimball International; Simon Property Group, Baxter International, and International Outsourcing are currently considering internships in their legal departments.

GOAL 2: PROVIDE OPPORTUNITIES FOR SERVICE LEARNING, INTERNSHIPS, JOB DEVELOPMENT, AND PLACEMENT IN NOT-FOR-PROFIT ORGANIZATIONS

A: Laying the Groundwork for a Social Entrepreneurship Program

Although the Social Entrepreneurship Program has not progressed according to our timeline, fruitful discussions between the School of Public and Environmental Affairs (SPEA) and the Kelley School of Business (KSB) have laid the groundwork for a more extensive program than originally envisioned. We believe this program will better serve the objectives of the Lilly grant, while creating a unique teaching, research, and public service program that will enhance the national reputations of both schools. The initial idea was to develop a course on social entrepreneurship that would prepare SPEA, KSB, and other IU Bloomington students for careers in nonprofit organizations. The course was to be offered this fall, but discussions with the faculty and staff led us to conclude that we first needed to develop a plan for integrating social entrepreneurship into the curricula of the schools. Such integration should improve the educational value of our efforts, better utilize our

current strengths, broaden faculty participation, and increase the prospects for long-term sustainability of the program. Thus, during the past semester, we considered a number of ways to accomplish this goal, including the possibility of developing a dual MBA/MPA degree. We have concluded, however, that the better approach is to create a concentration within our existing graduate and undergraduate programs that will enable students to count SPEA and KSB classes relevant to social entrepreneurship toward their degrees. The social entrepreneurship course previously discussed could serve as a requirement for students in the concentration.

In addition to coursework, students will have opportunities to participate in appropriate internships or will be allowed to work on their own projects. In the coming academic year, we anticipate that 20 students will be involved in this applied learning opportunity. If their schools permit, students outside of SPEA and KSB could take the courses (as they now can in the nonprofit concentration). This will likely become a multi-campus effort, as the IUPUI SPEA and KSB units use a similar approach and the Center on Philanthropy (located at IUPUI) will serve as a partner in our plans.

The financial consequences of creating a concentration should not be significantly different from the approach we originally proposed. We would continue to allocate resources of the Lilly grant to course and case development as well as faculty costs (including a program director and possible adjunct instructors). We are working this summer to plan curricula and develop staff and faculty positions.

GOAL 3: COMMUNITY-UNIVERSITY PARTNERSHIPS TO SUPPORT INCREASED ECONOMIC OPPORTUNITIES

A: Enhance outreach initiatives of the Johnson Center for Entrepreneurship and Innovation

The Johnson Center for Entrepreneurship and Innovation worked this spring to create an event for recognizing exceptional entrepreneurial companies in Indiana. *The Indiana Entrepreneurial Awards of Distinction* has now been created to recognize companies in the areas of growth (35 percent or higher). The names of these awards are: *Entrepreneurial Spirit*, *Innovative Pioneer*, and *Innovation and Entrepreneurial*

“Best Practices.” In addition, two special awards will be presented: the *Entrepreneurial Edge Award*, for the most impressive emerging company, and the *William L. Haeberle Entrepreneurial Legacy Award*, for the Indiana entrepreneur who has made an indelible mark on entrepreneurial activity. The presentation ceremonies will provide students the opportunity to meet leaders of emerging companies as well as develop potential consulting assignments with their firms. Grant funds will assist in program development this fall and provide fellowships for student attendees.

In addition, the Johnson Center for Entrepreneurship and Innovation is working to develop a fall seminar targeting IU faculty, staff, and students. The goal of the Idea Accelerator Initiative Seminar is to increase faculty, staff and student knowledge about and interest in the development of entrepreneurial ideas.

B: Create the Johnson Center for Science and Entrepreneurship

The Johnson Center for Science and Entrepreneurship (JCSE) was created to enhance the opportunities for students in the emerging life sciences. The center is designed to support collaboration between students in business and science who will work on projects developed by IU scientists or outside emerging life sciences companies.

During spring 2005, JCSE Director Donald Kuratko and College of Arts and Sciences Dean Kumble Subbaswamy developed an action plan for the center that will be fully implemented by end of the fall semester.

GOAL 4: SUPPORT OF ENTREPRENEURIAL DEVELOPMENT

A: Creation of Cross-Campus Interest in Entrepreneurship and Innovation

The Entrepreneur-in-Residence program was developed to foster a greater understanding of the entrepreneurial development of new ventures. This program provides students with the opportunity to interact with a successful entrepreneur to discuss the various aspects of his or her experiences. In February, Roger S. Newton, Ph.D., senior vice president and director, Esperion Therapeutics, a Division of Pfizer Global Research and Development (located

in Ann Arbor, Michigan), spent the day visiting entrepreneurial classes at both the undergraduate and graduate levels. He also held a “Fireside Chat” with graduate students from the Kelley School of Business Entrepreneurship Management and Health and Life Science Academies. He shared the experiences of his entrepreneurial career, including managing new product development, adjusting to growth challenges, and selling his company.

For Entrepreneur Day, 2005, Herb Kelleher, founder and executive chairman of Southwest Airlines Company, began his visit with a morning meeting with 15 MBA students from the Entrepreneurship Management Academy. The students were able to interact with Kelleher personally and ask numerous questions about start-up operations, gaining innovative ideas on employee relations, marketing, and today’s industry challenges. Kelleher’s speech, “Southwest Airlines from the Chairman’s View,” was part of a larger discussion about corporate governance and ethics.

B: Student Participation in Indiana’s Entrepreneurial Economy

Eighteen students from the New Venture Business Planning and Venture Screening classes attended the Indiana Health Industry Forum’s Innovation Conference this spring. Topics ranged from commercialization of new life science businesses to future trends in the health industry. In February, MBA students participated in the Indiana Business Plan Forum sponsored by the Indiana Venture Center and the Indianapolis Venture Club. In addition, five students were present in March for an Indiana Venture Center’s “Triage” session, in which emerging companies prepare for a presentation before angel investors. The students witnessed the “scrubbing” that the panel of Indiana business people gave to prospective entrepreneurial companies to improve their business plans for funding.

C: Establish a New Graduate Degree in Telecommunications/Business

The master's degree program in Telecommunications and Business (MIME/MBA) is moving toward final approval in the College of Arts and Sciences. The program will encourage students to enter and support this rapidly growing industry. Marketing materials for the program will be created and student applications will be solicited during this academic year. We will provide one or two student scholarships in this first year and two or three scholarships in the second year.

D: Develop Cross-Campus Entrepreneurship Courses

Creating cross-curricular entrepreneurship courses will augment the campus's research culture. The new courses will generate collaboration among various departments and schools as they address economic development in Indiana. Seventeen cross-curricular Course Development Grants were submitted in January 2005. We made four \$10,000 awards to support the summer development of five courses. Some of the courses will be offered this academic year as experimental courses. The course development grant recipients included courses in music (*Exploring the Music of Business*); sociology (*Creating Community: Nonprofits as Entrepreneurial Organizations*); and library science (*Digital Entrepreneurship for Information Systems*). We expect to make at least three more grant-supported awards next spring.

EVALUATION

Our primary tool for evaluation has been to survey all program participants immediately after events. The responses have been overwhelmingly positive for all of our initiatives. We are measuring the current effectiveness of the programs and gathering data to improve each. We see evaluation as a critical tool in measuring the success of our efforts.

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

SUMMARY

During the first year of operation for the IUPUI Solution Center we invested nearly \$300,000 in Venture Fund projects that created 150 applied learning opportunities for students. These projects include 70 internships, 30 information technology development and research projects, 36 service learning opportunities, and 14 full-time jobs. The Venture Fund projects provided small- and medium-sized companies and nonprofit organizations the money to support paid student internships, plus resources to develop capacity that may lead to increased employment opportunities. Nearly 80 percent of the Venture Funds were used in the health and life sciences and the nonprofit sectors. Approximately two-thirds of the new internships are in health and life sciences or information technology.

We are working to increase the number of students who are interested in participating in available company and organizational internships. In the next six months, the Solution Center will put additional emphasis on promoting initiatives that affect a greater number of students and have long-term economic impact in the state of Indiana. This change in emphasis will translate into a slightly slower rate of awarding Venture Funds.

PROGRESS REPORT ORGANIZED BY UNIVERSITY GRANT GOALS AND CAMPUS INITIATIVE

GOAL 1: INTERNSHIP, JOB DEVELOPMENT, AND PLACEMENT IN BUSINESS

A. Add 3 to 5 student placements primarily as internships, development projects, and service learning opportunities each month directly through the efforts of the Solution Center.

During this reporting period the Solution Center brokered and directly placed 135 students in business internships, which is more than twice the targeted number of 60 student placements and 35 more than projected in the last report. A combination of a strong economy, solid external contacts, and a focused Solution Center staff contributed to this success.

B. Add 2 to 3 student placements each month through Solution Center referrals to campus internship programs.

For the past six months of operation, the Solution Center was responsible for 10 placements created in collaboration with other campus units. For the past 12 months of operation, the Solution Center was responsible for 15 referral placements, nine below the targeted number. This discrepancy resulted from a lack of internship coordinators in three IUPUI schools along with the campuswide internship structure. In the short term, these problems were overcome by increased attention from the Solution Center staff as noted above in Item A. In the long term, internship staffing and campuswide structural changes will be essential for continual success in this area. Specific initiatives are described below.

C. Participate in an effort to streamline and expand the capacity of the current campus-based internship program.

The IUPUI Internship Council, which we established in July of 2004, continues to make strides in implementing consistency and best practices across the various school-based internship programs. During this spring semester the campus adopted common terminology and definitions related to internships, service learning, and other student experiential opportunities. Several schools have also agreed to

move from stand-alone computer-based internship applications to a campus Web-based application. This centralized platform will facilitate the sharing of internship data across campus in ways that have never been achieved in the past. The establishment of a centralized internship coordinator is our next goal.

D. Develop metrics to measure total student experiential opportunities, graduates working in Indiana three years after graduation, and Hoosiers returning to the Indiana workforce after three years of work outside the state.

Vic Borden, director for planning and institutional improvement, is working to develop methods for tracking graduates who participated in our student experiential learning opportunities. The challenge of collecting data once students leave campus and enter the workforce continues to be the largest obstacle in this work.

E. Develop a Web-based tracking system that will capture client information and provide a convenient means of reporting on the status of client requests as well as cumulative client information.

The Solution Center's client tracking "system" consists of a combination of manual and automated elements. We are developing a Web-based application that will provide a central repository for client activities such as registration, requests for business assistance, requests for Venture Fund Support, and activity reporting. Phase I, which includes client management and Venture Fund tracking components, were completed by the end of June. Phase II, which involves the financial tracking and reporting for Venture Fund requests, should be complete at the end of the 2005 calendar year.

F. Design and implement new courses for informing and engaging students in career-related opportunities.

This initiative will continue throughout the remainder of the grant. During this reporting period the Computer and Information Technology (CIT) program has developed two new courses in service- and project-related work. These two courses have students participating in applied projects that help them prepare for work, but are not complex enough to be an internship placement. The same department has recently required a career planning course for all CIT students pursuing a B.S. degree.

GOAL 2: SERVICE LEARNING, INTERNSHIPS, JOB DEVELOPMENT, AND PLACEMENTS IN NOT-FOR-PROFIT ORGANIZATIONS.

The Solution Center is working with Central Indiana nonprofit organizations to provide internship placement, research support, and business assistance. The success of this focus during the past six months is demonstrated by a \$60,000 investment of Venture Funds into 12 different nonprofit organizations. The Solution Center has also arranged for 20 internships and student projects to support nonprofit initiatives.

A. Continue to build and foster relationships with nonprofits through financial and internship support.

During the past six months of operation, Solution Center directors have organized eight consulting opportunities, responded to 27 requests for information and assistance, and placed 12 interns in nonprofit organizations. Partner nonprofits include business incubators; professional and cultural associations (i.e., the Children’s Museum); educational programs, research centers, and initiatives; human service agencies (i.e., the Corporation for National and Community Service, the Indiana Commission on Community Service and Volunteerism, and the Indianapolis Museum of Art). The director for outreach will continue this strategy throughout the grant period. Our goal is to develop new working relationships with 35 additional nonprofit organizations by the end of the grant period.

B. Identify 2 to 3 faculty members who will develop new service learning courses during the fall 2005 semester. Participating in service learning courses is one of the most effective methods for measuring the level of faculty and student civic engagement.

The two service learning courses that were developed for the fall semester (2004) were offered again in spring semester (2005). For the fall 2005 semester, the goal is to add at least two more courses through the Solution Center, while maintaining current offerings.

GOAL 3: COMMUNITY–UNIVERSITY PARTNERSHIPS TO SUPPORT INCREASED ECONOMIC OPPORTUNITIES

A. Establish the Solution Center as the single point of contact and expert resource for business and industry, nonprofit organizations, and government agencies in Central Indiana seeking assistance from IUPUI.

Some specific objectives in this area include:

- 1) Engage industry, government, and other academic institutions as networking, education, and research partners.
- 2) Build internship, professional practice, and placement programs in external partner businesses and organizations.
- 3) Identify partner organizations with the capacity to establish recurring and named internship positions and placement opportunities.

Outreach strategies resulted in the development of more than 75 new contacts and formalized partnerships for the Solution Center in the past six months. Partnerships for multiple activities and internships with Clarion Health Systems, the Children’s Museum, and Beckman–Coulter exemplify progress in this area. The director for outreach will continue to pursue this growth strategy, with a focus on long-term agreements that build resource pipelines.

B. Establish the Solution Center as a key Central Indiana partner in efforts to increase the numbers of highly trained and degreed professionals in the state.

This goal will go beyond creating individual internships by identifying and exploiting larger scale initiatives. A good example of this initiative in the past six months was the completion of a comprehensive internship program with Clarion Health, which will involve 30 summer internships in a variety of different disciplines. Future initiatives in this area will be characterized by two major factors. First, a significant and career-enhancing student component must be present along with a significant economic impact for the state of Indiana. These initiatives will go beyond the typical one or two internship placement opportunities that the Solution Center fosters. Instead, they will reflect a more significant investment of time

and dollars with a corresponding return on investment. The results from this effort demonstrate that the Solution Center has established itself in a short time as a key partner in developing internships and service learning opportunities, directly increasing the number of trained professionals for the Indiana workforce. The center will continue this development and measure the impact throughout the remainder of the grant.

The Solution Center is capitalizing on the campus's student and faculty assets and its proximity to Indiana businesses to support the economic development goals for the state and its specific workforce needs. The director for outreach will continue to pursue this successful strategy, serve as a resource, and establish formal agreements for growth whenever possible.

GOAL 4: SUPPORT OF ENTREPRENEURIAL DEVELOPMENT

While not a stated goal of the Solution Center, the center serves as a resource to entrepreneurs and emerging businesses. In addition, many faculty, students, and staff are entrepreneurs or engaged in entrepreneurial activities.

Start-up companies and entrepreneurial activities have made a large number of inquiries during this reporting period and we are in the first phase of developing several new partnerships. The Solution Center is able to facilitate activities that apply the talents of IUPUI's students and faculty to assist emerging companies and entrepreneurial enterprises through consulting, research, business assistance projects, and internships. The Solution Center will continue to provide support to entrepreneurs in 2005. One major initiative in this area will be the development of a Kauffman grant proposal, in conjunction with the Indianapolis Urban League, to establish a Minority Entrepreneurial Center in Indianapolis. The hope is that a joint proposal between IUPUI and the Urban League will provide us with an attractive offering for one of the 15 new entrepreneurial centers being planned nationally in 2006.

EVALUATION

We are measuring our impact in several ways. We track the number of contacts within the community, the number of internships and service-learning opportunities directly created by the center, and the number of students who are served through Venture Fund investments. We are working to better track the indirect impact that the center is having across the campus as we work with schools and departments to increase their capacity to support more applied learning opportunities within their units. We have recently developed a survey to be used across the campus that will enhance our ability to more directly and accurately measure our impact. Externally, the Solution Center will continue its work to extend its reach deeper into areas such as Logistics and Advanced Manufacturing, areas that offer important opportunities to create jobs.

INDIANA UNIVERSITY EAST

SUMMARY

Indiana University East is working to increase our students' ability to be hired when job openings occur and to develop additional employment opportunities for our graduates. However, it is evident that we face a number of barriers to success. A recent presentation by the Economic Development Corporation of Wayne County indicates that the number of jobs, the average hourly wage, and the attractiveness of the area as a place of employment has decreased over the past 10 years. In addition, the population of the region is decreasing. One of our primary goals for this grant is to forge a better partnership between the university and the community, towards restoration of the image of the area as a viable employment arena.

We have also faced internal challenges. The original grant director was reassigned within the university in fall 2004. David Frantz, a newly hired associate professor of management in the Division of Business and Economics, was named director. There was not an adequate overlap between the tenure of the previous director and the new one for Professor Frantz to be adequately trained before taking full responsibility of grant management. While we have made progress during the current grant period, the rate of development of some of the programs has been slowed due to the transition.

During June, with the participation of IU East Chancellor David Fulton and Vice Chancellor for Academic Affairs Larry Richards, we completed a full review of the project. We are in the final stages of creating a clear and revised set of objectives, an implementation timetable, and a revised budget. All of these documents will be submitted to the Endowment for its review and approval.

Despite these challenges, we made progress during this reporting period. We created a chapter of SIFE (Students in Free Enterprise) with 30 active members; completed SIFE training for a student team; and participated in a regional competition in Cincinnati, Ohio, where we finished as first runner-up and rookie team of the year. We developed a working relationship with leaders in the local healthcare community, one of the few growing industries in the area. We also co-sponsored a leadership seminar featuring eight local female entrepreneurs.

GOAL 1: INTERNSHIP, JOB DEVELOPMENT, AND PLACEMENT IN BUSINESS

Our experience during the grant period has highlighted the need to develop a better tracking system for both internship and service learning experiences. Our goal is to increase our capacity to deliver internship experiences in partnership with community organizations. Spring semester internship experiences included students working with such organizations as Enterprise Rent-a-Car, the Richmond Roosters (an amateur baseball team), Western Southern Corporation, and the Campus Life and Volunteer Action Center. The internships allowed students to develop experiences in customer relationship management, market development, the application of information technology, and program development. We are finalizing a proposal to directly support service learning opportunities for a neighborhood help center. In partnership with a faith-based community organization, this center will provide students with opportunities to help area citizens develop personal work skills, write resumes, and make the transition to employability.

This summer the Division of Business and Economics is offering courses on entrepreneurship and new venture creation. We will also offer the entrepreneurship course this fall. These courses

provide students with opportunities to develop business plans and to formulate new business ideas.

As the grant continues, greater attention is being directed to how student work experiences are integrated with academic offerings. Greater integration will make students more competitive in the job market by giving them greater first-hand experience in area organizations, a better understanding of how course concepts work in real organizations, and improved professional work skills.

We are requesting approval to reallocate a portion of the micro-lending fund that was part of the campus's original grant proposal. We want to use these funds to help develop more sustainable internship opportunities for IU East students. The funds could also help formalize the handling of internships and service learning experiences to increase their learning value for students.

We have found that the traditional format of internships (10 to 20 hours per week throughout the semester) does not work for many commuting and nontraditional students with family and work responsibilities. Therefore, we are adding new internship formats. We will use grant funds to support both traditional internship experiences and internships that are "immersion experiences." Immersion experiences are shorter-duration internships that might be full-time for a week, over several weekends, on several Saturdays, or in other formats that better fit our students' needs. We created this term during a discussion with other IU grant directors about the difficulty of finding enough students to participate in traditional internship opportunities.

GOAL 2. COMMUNITY-UNIVERSITY PARTNERSHIPS TO SUPPORT INCREASED ECONOMIC OPPORTUNITIES

As part of our Community Leadership Development initiative in March, we co-sponsored a program presentation by a panel of IU East alumnae and area entrepreneurs. The panel of alumnae focused on making the transition from education to work. The topic was "Women Business Leaders" and focused on the future of women in business in the region. The large group session was attended by approximately 100 individuals. We estimate that of these, approximately 25

percent were members of the Richmond community. The development of female entrepreneurs is important to this region's future economic success.

We have also begun to develop partnerships with community leadership in the health care field. We are in the process of developing goals and objectives for this group that we will begin implementing in fall 2005. This is phase one of the process of increasing the viability of Richmond's potential employment pool. As we make progress in the health care field, we will target a second area, probably family businesses.

GOAL 3: SUPPORT OF ENTREPRENEURIAL DEVELOPMENT.

During this grant period, we completed establishing a chapter of *Students in Free Enterprise (SIFE)*. On the IU East campus, there are currently 30 student members. In March, a team of students attended a training session in South Bend. The focus of this training was to prepare for the SIFE regional competition held in Cincinnati, Ohio (April 11–12, 2005). Our SIFE chapter formed a team of students that presented a summary of service and business development projects that members had completed during the 2004–2005 academic year. We finished as a first runner-up in the competition and were recognized as the Rookie Team of the Year.

The SIFE chapter has been involved in seven campus-based projects this spring, with the goal of helping the community understand its new economic base, using community leadership principles to effect change, and building a relationship between university and community. Projects included:

- A fundraising effort to support the Boys and Girls Club, ultimately raising \$3,000 and placing it in the Wayne County Community Foundation. The money is being used to give 200 local children access to activities at the Boys and Girls Club.
- A study of the community's perception of the image of the local Chamber of Commerce. Based on the study's findings, a young adult network and network breakfasts have been established.

- Chapter members developed and implemented an image campaign for the Rose View Bus Company (the Richmond-area public transportation system). Since the completion of the study, the number of riders has increased.

EVALUATION

We are tracking student participation and community contacts. During the next reporting period, we will work to expand the number of graduates who will be hired by local employers. We will also continue to work with local organizations to increase the number of new jobs created in East-central Indiana.

INDIANA UNIVERSITY KOKOMO

SUMMARY

The goals of the Indiana University Kokomo Lilly Endowment Initiative to Promote Opportunity through Educational Collaboration are to:

- (1) Increase annual contacts with local businesses and services provided to these companies.
- (2) Establish 10 new internships each year with five coming from the nonprofit sector.
- (3) Document entrepreneurship growth in which the Office of Business and Community Outreach provides leadership.
- (4) Increase student participation in job fair opportunities.
- (5) Increase the number of academic courses on campus that include internships and/or service learning components.

Each of these goals is directly related to the primary goal of the Lilly grant, and all of the campus goals have direct applicability to two or more of the original grant goals described in the Indiana University grant proposal.

The Office of Business and Community Outreach made 30 new contacts during this reporting cycle.

These outreach efforts led to the establishment of 12 new internship opportunities. Eight of these are in the for-profit sector, and four are in the nonprofit sector. In the for-profit sector, five internships will be funded through the Lilly grant, and three will be paid by the employer. In the nonprofit sector, all four internships will be grant-funded. Additionally, six of these internship opportunities are with medium-sized companies in our region. These opportunities are highly valued internships for our students and will provide essential real-life work experiences and significant networking opportunities.

The second meeting of our entrepreneur-to-entrepreneur forum was held in January. Many local entrepreneurs are excited about the networking opportunities and the support it offers them.

Through the work of the Office of Student Services, in conjunction with Career Services and the Office of Business and Community Outreach, IU Kokomo held its first Community Service and Internship Fair. Based on employer and student feedback, this fair was highly successful and will continue as an annual campus event. Approximately 200 students and 36 prospective employers attended the event, in addition to a large number of faculty and staff.

Our students and faculty members completed many service learning projects and two new community service-driven courses were created in the past six months. During the spring semester, 242 students in eight different courses participated in service learning projects. Additionally, IU Kokomo now has 39 internships posted in the nonprofit sector. Twelve students have completed grant-supported internships in the nonprofit sector since the inception of the grant.

PROGRESS REPORT ORGANIZED BY UNIVERSITY GOALS AND CAMPUS INITIATIVE

GOAL 1: INTERNSHIP, JOB DEVELOPMENT, AND PLACEMENT IN BUSINESS

The Office of Business and Community Outreach worked closely with Career Services to establish internship opportunities, increase students' awareness of the internships, and assure that IU Kokomo students

are considered for those educational opportunities. The assistant director for business and community outreach established new internship opportunities with two medium-sized manufacturing companies in our area, namely Syndicate Sales and Federal Mogul. Federal Mogul has since hired a summer intern who is working 20 hours per week. Our office negotiated a subsidy for the student; we will pay up to 10 hours a week and the company will pay the additional hours worked. We made 30 new contacts during the past six months, bringing the total number of contacts since the inception of the grant to 64. Future efforts will focus on strengthening these relationships, while building new relationships for internship opportunities.

Twenty-nine internships in the for-profit sector have been posted with the Office of Career Services since the beginning of the spring 2005 semester. This includes the two companies mentioned above, as well as other local businesses and state and national organizations. A total of four internships were filled; however, none of these were paid with Lilly funding as the employer was able to supply the stipend for the student intern.

One major development resulted from information gained at December's Lilly Summit meeting at Purdue University. Summit participants confirmed our observations that many start-ups and small- and medium-sized companies could not provide financial support for internships, and students were reluctant to participate in unpaid internships if they had to leave part-time employment. Recognizing the immediacy of the problem, the IU Kokomo campus leadership committed grant funds to support internships in small- and medium-sized companies for summer 2005. We will seek to target uncommitted grant funds for additional internship support.

A. Faculty consultation and student internship developed as a partnership between Indiana University Kokomo and PDK Enterprises

One success story involves an Indiana business owner (also an IU Kokomo alumnus), an IU Kokomo faculty member, and a student intern. The experience led to employment in Indiana.

Paul Bergman of PDK Enterprises-Homeland Security Consultants in Wabash, Indiana contacted

IU Kokomo's director of continuing studies in 2003 about employing a student intern and engaging faculty assistance with a project in Wells County, Indiana. An assistant professor of public affairs conducted demographic analyses for the company and an IU Kokomo student was hired as an intern to gather statistical data.

In exchange for her work, Shannon Shepherd earned 3 credit hours in Honors Readings in Public Affairs. Shepherd said, "By participating in this internship, I was able to obtain hands-on experience in how a policy is implemented within local government and I was able to apply what I learned in my Law and Public Policy course within this internship." The internship experience led to Shepherd being hired in April 2005 as the public health bio-terrorism coordinator for Fulton County, Indiana.

GOAL 2: SERVICE LEARNING, INTERNSHIPS, JOB DEVELOPMENT, AND PLACEMENT IN NOT-FOR-PROFIT ORGANIZATIONS

A. Establishment of a Community Service and Internship Fair for all majors

IU Kokomo held its first Community Service and Internship Fair on February 23, 2005. Approximately 200 students attended the event. Thirty-six prospective employers participated and reported that they met an average of 15 students interested in internships or service opportunities and an average of six faculty members interested in future collaborations. Plans for future fairs include expanded marketing to employers and students to increase participation. The second annual Community Service and Internship Fair will be held February 22, 2006.

The Center for Teaching, Learning, and Assessment hosted a faculty brown bag discussion related to service learning and internship opportunities. The Office of Student Activities and Career Services presented materials to interested attendees. Eight members of the campus faculty and staff attended and discussed challenges and successes related to these

components of student learning.

B. Continuance of service learning initiatives

We continued our work to expand service learning opportunities by:

- 1) Holding a campus discussion with interested faculty and staff.
- 2) Sending students to state service learning meetings, such as the Butler University Undergraduate Conference/Indiana Compact Campus Service Learning Conference (where a student presented a model project on the Howard County Needs Assessment program).
- 3) Developing three new courses, each with a service learning component.

During the spring semester of 2005, service learning components were included in eight courses. Through these courses, 242 students participated in a myriad of service learning activities.

C. Establishment of internships in not-for-profit organizations

Since the inception of the grant, 32 not-for-profit agencies listed internship opportunities with IU Kokomo. Nine students participated in not-for-profit agency internships that were supported by the Lilly grant during this reporting period. Another three completed internships in this sector, but were not paid through the grant.

GOAL 3: COMMUNITY-UNIVERSITY PARTNERSHIPS TO SUPPORT INCREASED ECONOMIC DEVELOPMENT OPPORTUNITIES

As a direct result of the outreach efforts of the Office of Business and Community Outreach, the human resources manager of Federal Mogul was invited to join the School of Business Advisory Committee.

GOAL 4: SUPPORT FOR ENTREPRENEURIAL DEVELOPMENT

The Entrepreneur-to-Entrepreneur Forum met for the second time in January 2005 at the Kokomo business incubator. Approximately 10 area entrepreneurs, IU Kokomo administrators, and government officials

attended. Discussion topics included ways to reach aspiring entrepreneurs, brainstorming future goals and objectives for the forum, and the university's role in the organization. This forum will become a key resource for entrepreneurs to gather on a regular basis for networking, professional development, and social activities. During the next period, efforts will be directed toward identifying entrepreneurial champions who can further develop and sustain the forum.

IU Kokomo submitted revisions to a \$989,000 Small Business Administration (SBA) grant application based on suggestions from the SBA. Upon conclusion of those negotiations, efforts will turn to renovations within the Kokomo/Howard County Development Corporation-owned facility to add capacity and support for developing companies in the areas of life sciences, information technology, logistics, and advanced manufacturing. IU Kokomo anticipates establishing a presence in the incubator for faculty and student engagement.

EVALUATION

We are developing documentation instruments that provide feedback on employer and student satisfaction with the internship experiences. In addition, we have developed forms that will provide a verification process through the Academic Council and the Faculty Senate for IU Kokomo students to receive credit for internship experiences. Other forms describe the focus and scope of the internship and provide information used when posting the student internship. We are also developing forms that provide formal documentation of internships and allow for an effective review of the curriculum and/or co-curricular activities.

In our review to date, we identified a need for co-curricular activities related to resumé preparation and student interviewing skills, and plan to offer more workshops to address these needs.

INDIANA UNIVERSITY NORTHWEST

SUMMARY

This grant is enabling Indiana University Northwest to develop high-quality, practical employment opportunities for our students, while supporting the development of local businesses and the regional economy of Northwest Indiana. By enhancing the regional economy we also are increasing the number of jobs for college graduates. Northwest Indiana is one of the most economically challenged areas of the state. Our work is designed to help curb the “brain drain,” in northwest Indiana. This six-month period has been one of transition for the project. The original grant director left the university to accept a position at a different institution. Tim Sutherland was named interim director of this project and of the Center for Sustainable Regional Vitality, while a national search was conducted for an executive director for the center. The previous director left on short notice, which left little opportunity for the interim director to become fully knowledgeable before taking responsibility for management of the grant. While progress has been made during the current grant period, the rate of development of some of the programs was slowed due to the transition.

During the past six months, we formed a local advisory group composed of seven community members and campus leaders. We awarded the first set of competitive grants, which will create faculty–student teams that work

together to solve applied research problems. We also placed nine students in internships using the newly integrated campus internship system.

PROGRESS REPORT ORGANIZED BY UNIVERSITY GRANT GOALS AND CAMPUS INITIATIVES

GOAL 1: CREATE APPLIED LEARNING OPPORTUNITIES FOR STUDENTS

A. Create a campuswide system of internships

Prior to the beginning of this grant, IU Northwest did not support student internships at the campus level. All internship programs were handled at the school level. During the past six months the Office of Career Services, in conjunction with the Center for Sustainable Regional Vitality, developed a campuswide system to facilitate tracking and evaluating of student internships and externships across several schools and units. During this period we identified 12 internship opportunities for students and placed nine students.

B. Encouraging applied learning through individualized research opportunities

Eleven faculty members and 11 student interns began working this spring on six applied research projects related to the environment, sustainable development, health, local government, and economic development. Work will be completed on these collaborative projects by August 31. Examples of the collaborations are related to problems affecting Northwest Indiana and include:

- a transportation/distribution/logistics marketing plan;
- a “green” quality-of-life index;
- an inventory/matrix of environmental initiatives, programs, activities;
- an obesity-related study looking at healthy eating behaviors and physical activity;
- a local government efficiency study; and
- studies of ways to reduce the impact of environmental contaminants in the region.

These projects have connected students and faculty with external collaborators, partners, and employers such as Lake County Integrated Services Delivery Board, Greater Northwest Indiana Realtors Association, the Northwest Indiana Office of the Indiana Department of Natural Resources, Indiana Department of Environmental Affairs, Purdue University Calumet, Partners for Good, and the Northwest Indiana Regional Planning Commission.

GOAL 2: BUILD UNIVERSITY RELATIONSHIPS WITH EMPLOYERS.

We are working to build a campus infrastructure that fosters ongoing relationships with a specific set of Northwest Indiana employers. This will create more opportunities for student internships, faculty-led service learning/experiential student learning activities, and other applied work experiences. The long-term goal is to increase the number and types of businesses and organizations that will hire IU Northwest graduates.

During this reporting period we have made nine contacts. At this point the community partner contacts have been government offices, regional organizations, or not-for-profits. During the remainder of the grant period we will focus on increasing the total number of number of contacts with a special emphasis on working with private sector employers.

Making progress toward achieving this goal will be a primary focus for the next six months. The second round of funding for applied research proposals will *require* external partners, workplace experiences, and direct interactions with area employers. We will identify specific large employers, small businesses, nonprofits, and start-up companies, with whom we will work to establish internships and other activities to create connections that are sustainable beyond the end of the grant.

GOAL 3: DEVELOP STUDENT SKILL SETS TO INCREASE THEIR EMPLOYABILITY.

Our third goal is to make IU Northwest graduates very attractive to Northwest Indiana employers. To accomplish this goal we are implementing programs that

- (1) Provide students professional work experiences before graduation.
- (2) Expose students to entrepreneurial, leadership, and applied research skill sets, which are obtained through specially developed courses and as part of an enhanced general education and service learning curriculum.

We have begun to implement programs to achieve this goal. During the spring semester a campus faculty-staff study group created an expanded Service Learning Campus Plan. Fifteen students participated in service learning opportunities during the spring semester.

We will continue to expand the applied learning opportunities as explained in Goal 2. In fall 2005 we will begin to work to implement changes in current course offerings and in the general education curriculum designed to meet the other aspects of this goal. The Institute for Innovative Leadership and Leadership Northwest Indiana has recently combined their efforts to offer intensive leadership training experiences for current IU Northwest students as well as for graduates in careers who wish to return for leadership training. Opportunities for more students to develop entrepreneurial skill sets will be established and implemented in the last half of 2005 through partnership with the Leadership and Small Business Institutes on campus.

GOAL 4: HELP GRADUATES REMAIN IN INDIANA.

Through grant activities we will promote opportunities for graduates to remain in Northwest Indiana. IU Northwest students sometimes buy in to the negative image given to Northwest Indiana (too much pollution, high crime rates, poor schools, government corruption, etc.). The Local Government Efficiency study and the “Green Index” projects listed under Goal 1 on the previous page are examples of projects that identify problems and provide baselines from which to make progress. One of the grant goals

is to strengthen relationships with the Leadership Institute and thereby increase the number of IU Northwest students who form the basis for a new generation of Northwest Indiana community leaders.

GOAL 5: PROMOTE ECONOMIC WELL-BEING AND JOB OPPORTUNITY.

We will seek increased external funding in collaboration with other Northwest Indiana leadership institutions to enhance Northwest Indiana’s economy and quality of life. We will seek support of economic development initiatives, educational system improvements, environmental quality improvements, and equity initiatives for distressed communities. The goal of this work is to support the development of new businesses and nonprofits to increase the number of job openings in the region for college graduates.

During spring 2005 we worked on the Lake County Local Government Efficiency Study project and helped write an application for an U.S. Economic Development Administration grant to assist “distressed communities.” The fortuitous timing of this Lilly grant has permitted Indiana University Northwest to strengthen and develop its own commitment to the sustainable regional vitality of the counties we serve. We believe all of this will enhance and increase the opportunities for graduates to obtain employment locally and remain residents of Indiana.

INDIANA UNIVERSITY SOUTH BEND

SUMMARY

The IU South Bend campus made significant progress in implementing programs designed to achieve three goals during the grant period:

- 1) Enhance internship, job development, and placement in area business organizations.
- 2) Enhance internship, job development, and placement in not-for-profit organizations.
- 3) Develop community-university partnerships, to support increased economic partnerships.

In support of our first goal, we are developing meaningful internship opportunities for students that have the potential for professional employment. Through the Interns@Work program in the Career Services Office, we developed materials that inform students about the benefits of internships and the steps necessary for a successful experiential learning opportunity. We continued to develop training materials for students and employers. A student internship handbook was completed and distributed. Increased interest in the Interns@Work program this spring may be attributable, in part, to the distribution of the handbook. In addition, we held meetings in which internship students had a chance to share their internship experiences and learn additional workplace skills.

In support of our second goal, two projects based on student/faculty collaborations in applied research continued throughout the semester. More projects are under development as students and faculty learn about support for these types of collaboration.

The campus works to achieve the third goal—building community–university partnerships—through working with the regional Indiana Careers Consortium. The Consortium sponsored a job fair in March that attracted more than 100 employers and 700 students to IU South Bend. The objective of the job fair was to provide employers the opportunity to recruit and hire students for internship and professional positions. Likewise, students had the opportunity to meet many employers and to learn about the available internship and professional opportunities. This was the largest job fair ever hosted by IU South Bend. The increase in employer involvement may be due to the number and diversity of colleges and universities involved in the Indiana Careers Consortium. The consortium will continue to work on collaborations that have a positive impact on students and faculty from all 10 colleges and universities.

We have strengthened our internship programs by creating an internship training program that we will begin using in the fall. We are developing the multimedia versions of the training materials.

PROGRESS REPORT ORGANIZED BY UNIVERSITY GRANT GOALS AND CAMPUS INITIATIVE

GOAL 1: INTERNSHIP, JOB DEVELOPMENT, AND PLACEMENT IN BUSINESS

A. Update on the formal internship program

IU South Bend developed the Interns@Work program to formalize the Career Services Office internship program. The objectives of this program are to centralize campuswide internship functions, to increase the number of student internship and experiential learning opportunities, and to increase student participation in the program. All of these goals lead to increased employability upon graduation.

For this reporting period, IU South Bend posted 146 internship opportunities through the Career Services Office. These opportunities were offered by 61 area employers, which is a significant increase from the 20 employers cited in the last report. Thirty-six percent of the internship experiences were in the not-for-profit sector and almost 30 percent of the students had internships in both the for-profit and not-for-profit sectors. In addition, 95 students sought information and counseling on the internship process. The Interns@Work program is gaining recognition on campus and increasing student awareness of experiential learning opportunities. A total of 43 students obtained internships during this reporting period. Thirty-one interns were placed in not-for-profit internship sites and 12 were placed in for-profit sites.

A bi-monthly meeting for interns was established to provide support to students participating in internships. During the group meetings, interns are encouraged to report on their internship experiences and successful workplace habits and behaviors.

Beginning in the summer 2005 semester, we will increase the internship award amount in order to attract additional students into the Interns@Work program and reach our targeted goal of 200 students. We will increase the award from \$5.15 per hour to \$10.00 per hour. This adjustment should allow us to compete with other part-time job opportunities and provide students with career-related experiences to enhance their education. We will also be marketing these internships to students through direct mail, e-mail messages, and workshops. These changes already contributed to increased interest in the internship program.

B. Update on the employer and student training materials

The original goal of creating employer and student handbooks that cover the logistics of internships for each is progressing. The student training manual has been completed and distributed. Student reaction has been very positive and the manual is generating additional interest in the program. We are currently working on a multimedia classroom presentation based on the manual.

A draft of the employer training manual is complete

and now undergoing revisions for a fall distribution. We will share the second draft with several area internship hosts before the final copy goes to press. The multimedia presentation for employers is also under development and should be completed in the fall semester. To speed up delivery of the multimedia materials, additional staff was added to the project.

C. Update on Faculty/Student Collaborations.

The Center for Internship, Volunteerism, and Entrepreneurship in Computer Science (CIVECS) has taken the lead in supporting project and research activities between students and faculty. Two projects were highlighted in the last report and include the physics department and the computer science department.

Physics Department: Professor Ilan Levine continues to work with three physics interns on superheated emulsions detectors for dark matter searches.

Computer Science Department: Professor Hossein Hakimzadeh and five computer science interns completed development of the IU-EVAL Electronic Evaluation System. The team continues to review evaluation data collected from more than 500 course sections in the fall of 2004. The course evaluation tool is scheduled for use each semester.

The CIVECS program is seeking additional projects for students. Professor Hakimzadeh has developed an internship course for the summer, fall, and spring semesters. This course will allow the computer science students to use course curricula knowledge and apply skills to projects requested by university personnel and possibly by community entities.

GOAL 2: SERVICE LEARNING, INTERNSHIPS, JOB DEVELOPMENT, AND PLACEMENT IN NOT-FOR-PROFIT ORGANIZATIONS

A. Update on the formal internship program

It is in the area of not-for-profit internships that we have seen the most interest from employers and students. During this reporting period, 31 of the 43 internships obtained were in not-for-profit

organizations. Students gain many experiences as not-for-profit employers often utilize interns to perform many and varied tasks and projects.

GOAL 3: COMMUNITY-UNIVERSITY PARTNERSHIPS TO SUPPORT INCREASED ECONOMIC OPPORTUNITIES

A. Update on the Indiana Careers Consortium (INCC)

The first INCC collaboration was a Career and Internship Fair held March 18, 2005, at Indiana University South Bend. The Career and Internship Fair hosted 135 employers and 650 job seekers. A total of 56 employers offered internship opportunities, 24 from the not-for-profit sector and 32 from the business sector.

The INCC is also supporting an e-newsletter, employer development activities, and a case conference competition. Information and training sessions for employers are being held this summer. An INCC Web site has been developed and will serve as a resource for employers, students, and other university career centers.

EVALUATION

We are tracking student interns through a career services database. We will also be using the expertise of our Institutional Research Office to assess student and employer satisfaction with internships. To measure the overall effectiveness of our initiatives, we will also track students after they have participated in internship programs, which will allow us to gain information about where these students live and work after graduation.

INDIANA UNIVERSITY SOUTHEAST

SUMMARY

During this reporting period the IU Southeast Community Partners Program made strong progress in each of the four major focus areas: internship placements, service learning participation, community partner contacts, and entrepreneurial development. We originally set very conservative goals for the campus in the first three areas. In the fourth area, entrepreneurial development, no campus goal was set. We are happy to report that our results in this reporting period alone exceed our goals for the entire grant period in the three areas and, in addition, the campus has begun significant initiatives to support entrepreneurial development.

The Office of Career Services sponsored 14 Lilly grant-subsidized internships during this reporting period. In addition, the Office of Career Services and the Volunteer Center co-sponsored a successful Community Service Fair designed to increase the number of internships in nonprofit organizations.

The Volunteer Center increased communication to student organizations about the volunteer opportunities available through the Center. In addition, the center improved the process for tracking and reporting the service activities of student organization members.

The Regional Economic Development Resource Center (REDRC), housed in the IU Southeast School

of Business, developed an Entrepreneurship Training Seminar series for area college students and graduates that will be offered this fall. REDRC has developed HelpNet, as well as a regional CEO Roundtable that will bring regional CEOs to the campus to work with IU Southeast faculty.

The Office of Career Services and the Division of Continuing Studies developed a Student Training Seminar program that will bring professionals from Dale Carnegie to prepare our students and graduates for job and internship interviews.

Based on the success of last year, we are continuing to develop opportunities for faculty–student projects, such as the West Nile Virus Project.

The Community Partners Council held its quarterly meeting this spring to support grant-funded programs and provide feedback to help us respond more effectively to community needs. Based on feedback from the council, we are placing increased emphasis on the not-for-profit sector and expanding the number of internships in for-profit organizations.

PROGRESS REPORT ORGANIZED BY UNIVERSITY GRANT GOALS AND CAMPUS INITIATIVES

GOAL 1: INTERNSHIP, JOB DEVELOPMENT, AND PLACEMENT IN BUSINESS

The Office of Career Services increased the number of students participating in internships from 62 in spring 2004 to 68 in the most recent spring semester. A total of 74 new internship positions and 42 new hourly positions were created during this reporting period. Nineteen employers made recruiting visits to the campus during spring.

The Spring Job Fair activity attracted 56 employers, as compared to 48 last spring. We used the *IU Southeast Employer Viewbook*—completed in January—in our presentations to employers, who have found this publication informative and helpful.

In the fall semester we will be developing additional materials designed to attract more students, increase faculty support and promotion of internships, and

increase campus awareness of internships' usefulness in helping students obtain professional positions upon graduation.

Based on the success of the “Expanding Opportunities for Minority and Women Owned Businesses” program last fall, REDRC sponsored a second program in February. This session, which featured stories about the development of successful minority and women-owned businesses, attracted a total of 45 participants. Grant funds were used to provide scholarships for six IU Southeast students to attend the program.

GOAL 2: SERVICE LEARNING, INTERNSHIPS, JOB DEVELOPMENT, AND PLACEMENT IN NOT-FOR-PROFIT ORGANIZATIONS

Fourteen Lilly grant-subsidized internships with eight area employers have been filled this spring. We continue to confront the fact that for many students, the traditional, semester-long internship placements do not work. We developed a total of 27 internships located at 16 different employment sites, but were only able to fill about 50 percent of the positions. We will work with other IU campuses during the fall as we attempt to develop new approaches to internships that are more compatible with our students' lives.

During this reporting period the Volunteer Center promoted volunteer and service learning opportunities by distributing informational materials at campus events, sending timely e-mail updates about opportunities to a subscriber list of 176 individuals and 60 student organizations, and participating in the new-student orientation sessions. We are currently working with faculty to create Volunteer Center Orientations that will increase students' understanding of the role that volunteering can play in their educational experiences.

The Web-accessible Volunteer Incentive Program (VIP) database provides students, faculty, and staff direct access to more than 165 volunteer opportunities with nonprofit agencies in southern Indiana and the metro-Louisville area. During these past six months, 33 new students have registered and six additional nonprofit organizations have posted 39 new volunteer service opportunities.

The second Volunteer Community Service and Internship fair co-sponsored by the Center and Office of Career Services in February attracted 75 students and 21 agencies. During the spring two faculty members carried out service learning projects in their classes with total participation of 53 students who provided approximately 345 hours of service to 16 community agencies.

Since January the Volunteer Center implemented and trained student organizations in the use of a new database-driven tool for tracking and reporting their members' volunteer activities. Under this system, organizations maintain their own spreadsheets reflecting each member's involvement, tally the hours of services for both individuals and the group as a whole, and turn this in to the Volunteer Center at the close of each semester. This process provides much more reliable information about the level and type of student service involvement.

Beginning in 2004, Professor Claude Baker and his School of Natural Sciences students completed over 7,000 hours of work on the West Nile Virus Project. The project was designed to test for the presence of West Nile Virus in Clark, Floyd, and Harrison counties. Under Professor Baker's supervision, students trapped, identified, and tested more than 20,000 mosquitoes. The work of Steven Moberly, a grant-supported intern, was described in the Spotlight section of the July 5, 2005 *IU Homepages*. The article described how Steve and other student interns are currently developing a system of tracking mosquito populations in Southern Indiana, especially the movements and origination of Indiana's newest mosquito, *Ocleratatus japonicus*, which Steve discovered. A journal article describing this work will be published in the *Proceedings of the Indiana Academy of Science*. Steve has also presented his findings at conferences held at Butler University, IUPUI, University of Southern Indiana, Indiana University Southeast, and at a recent meeting of the Southeast Indiana Health Association.

As a result of this work five new research internships (one with the State Health Department, two with the Floyd County Health Department, and two with the USDA Emerald Ash Borer project) have been developed.

GOAL 3: COMMUNITY-UNIVERSITY PARTNERSHIPS TO SUPPORT INCREASED ECONOMIC OPPORTUNITIES.

A. The Community Partners Council held its quarterly meeting on April 12, 2005. The purpose of the council is to foster communication about grant-funded campus programs in order to find opportunities for cooperation between campus and community members. The council also provides community input and feedback about campus programs to help us more effectively understand and respond to community needs. This spring, the council members established four internships, and several additional internships are in process.

The offices of Continuing Studies and Career Services are working with professionals from Dale Carnegie to prepare a series of seminars to be offered this fall. Seminar topics include networking, self-presentation, personal sales efforts, and advanced interviewing techniques. Targeted audiences include sophomore, junior, and senior students interested in internships and graduating seniors from all degree programs plus recent alumni seeking professional careers.

GOAL 4: SUPPORT OF ENTREPRENEURIAL DEVELOPMENT

A. During the first half of 2005 the Regional Economic Development Resource Center (REDRC) (housed in the IU Southeast School of Business) has been working to support two start-up companies, establish a campus-based resource called HelpNet, and create a CEO Roundtable.

REDRC has worked with two promising entrepreneurial ventures, helping the organizations obtain the resources they need to support early stages of research and development. One organization is developing a more effective alcohol additive for gasoline. The client is preparing to submit a proposal to the Department of Energy's Small Business Research (SBIR) grant program. We have facilitated contact with an IU Southeast organic chemist and have identified a student intern who is interested in working on this project. The other business is engaged

in research to develop an antibacterial laminate. We are discussing ways to involve faculty, create student internships, as well as the development of a proposal for the SBIR grant program.

REDRC and the IU Southeast School of Business are developing HelpNet—a campus resource designed to assist area companies with high growth potential that are facing barriers that prevented them from achieving the next level of success. During the next reporting period, we will establish a faculty panel to solicit and review applications and select company participants. Each company will be paired with a Faculty Resource Team that will be paid a fixed consulting fee to work with the company for a six-month period. The cost of the program will be shared by the company and the grant program. Helping these companies achieve greater success contributes to the fundamental goals of the grant.

The objective of the CEO Roundtable is to bring together local CEOs to identify topics that may pose opportunities or threats to area businesses. University faculty will work with the Roundtable to develop and implement effective strategies to address these barriers. We completed organizational work this spring with the first meeting scheduled for the fall.

B. The responsibilities of Lawrence R. Mand, vice chancellor for information technology and campus director of the Lilly Initiative to Promote Opportunity through Educational Collaborations have been expanded and his title changed to vice chancellor for information technology and community engagement. This change will enable Mand to devote more time to achieving the goals of the Community Partners Program.

EVALUATION

Quantitative evaluations of the initiatives underway at IU Southeast consist primarily of a count of activities under each initiative such as number of new internships, community contacts, service learning experiences, and conferences sponsored. We are also using survey instruments to provide feedback from employers and student interns.

